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ABSTRACT

This report provides information about special education costs in Vermont and the effects of recent policy changes implemented through Vermont's Act 230 and special education reform efforts. The report begins by describing Vermont's funding formula for special education and explains how the formula is flexible, more equitable, and better able to meet the needs of all students. Chapters address the topics of: (1) special education costs in Vermont and how Vermont compares with other states; (2) factors associated with high spending in special education and what other factors may be impacting special education costs; (3) extraordinary reimbursements, why there are major differences in the amount of extraordinary reimbursements that districts receive, and why extraordinary reimbursements increased so dramatically; and (4) information that is available on outcomes for students with disabilities. The review indicates that spending levels in special education vary among school districts as dramatically as spending in general education, and that state funding and policies have a significant impact on special education spending and local attitudes toward special education. Remaining questions covering equity, need, results, and funding conclude the chapter. Appendices include a glossary, a list of 1995 per-pupil costs by local education agency (LEA), and summary charts of special education costs by LEA, costs compared to special education placements, and educational outcomes correlations. Data collection forms are appended. (CR)

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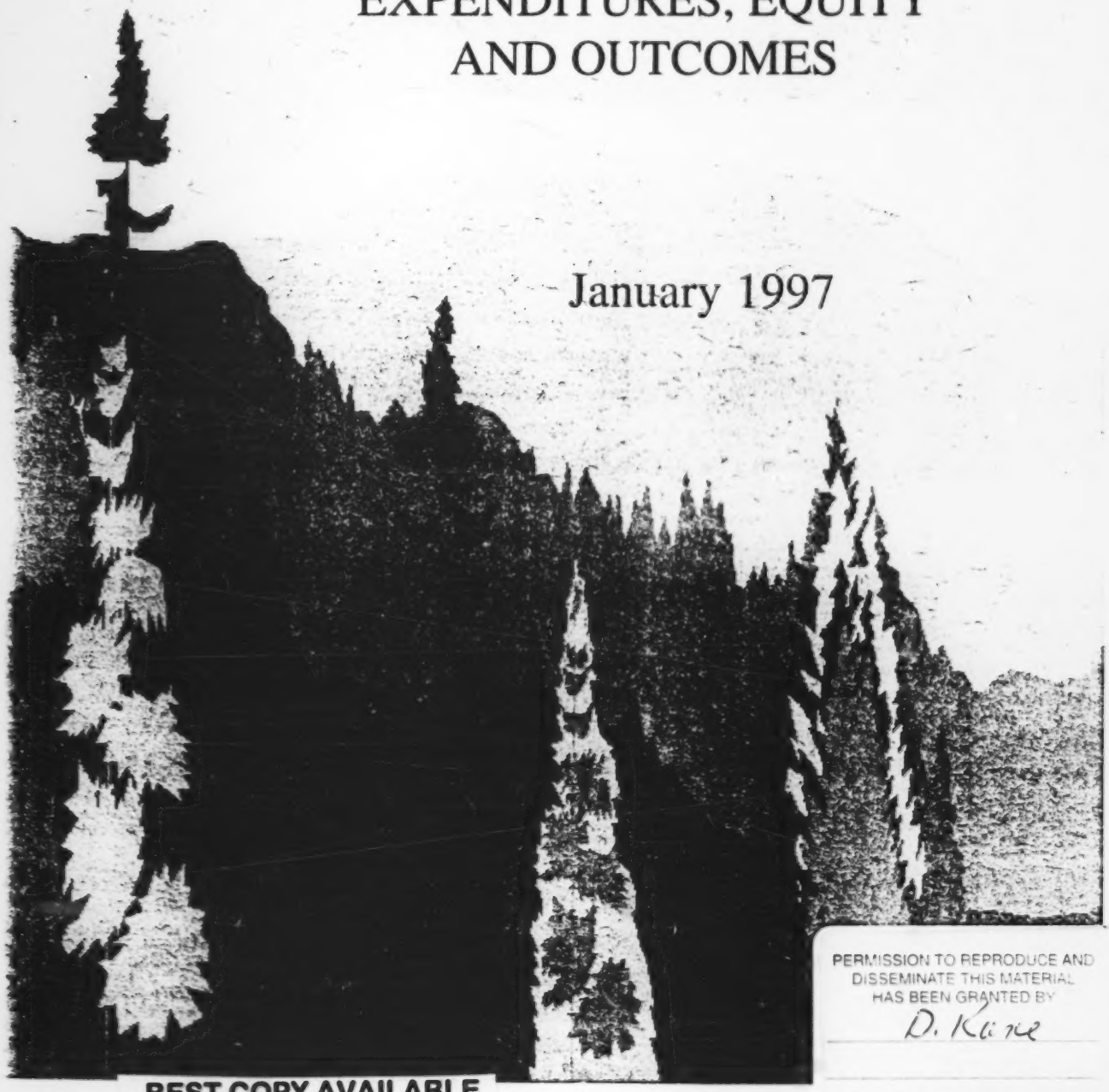
VERMONT SPECIAL EDUCATION

EXPENDITURES, EQUITY AND OUTCOMES

January 1997



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For more information contact Dennis Kane, Karl Stein or Patricia Johnson at:
Vermont Department of Education
Family and Educational Support Team
120 State Street
Montpelier, Vermont 05620-2501
(802) 828-5124

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PREFACE: INTRODUCTION AND CONTEXT

- **Crisis in Special Education Prompts Reform**
- **Results Positive for Schools and Children**

Amid calls for property tax and education finance reform, questions are being raised about the money spent on education as well as the issues of education equity and outcomes. Special education is drawing particular attention within this discussion because, in many school districts, its costs have increased at a greater rate than that of general education. The purpose of this report is to address questions about special education costs and the effects of recent policy changes implemented through Act 230 and special education reform efforts. To understand the issues involved, however, it is important first to review the context within which the changes were made and what we already know about special education spending in Vermont.

RISING COSTS PROMPTS REFORM

Passage of Act 235 in 1988 and Act 230 in 1990 changed the way that special education is managed and funded in Vermont.

Throughout the early 1980's the needs of Vermont's student population were growing more diverse and in many districts special education was the only option available to provide support to students in need. Backed by a federal mandate and burdened with detailed rules and paperwork, special education was expanding at a rapid rate and local costs were skyrocketing; yet the total costs of special education were not known because local costs were not reported. State funding was seen by schools as unpredictable, inequitable, inflexible, and unresponsive to need. The funding system restricted schools' attempts to design alternative programs to meet student needs and seemed to reward the placement of students in categorical, restrictive and expensive placements.

STATE ADOPTS THREE PART REFORM STRATEGY

Two commissions were appointed and their work resulted in the passage of Act 235 in 1988 and Act 230 in 1990. Additionally, a task force was formed to look for ways to reduce the burden of regulation and paperwork in special education. Their reports were the basis for significant regulation changes. The changes enacted are summarized below.

Vermont's Funding Formula

Vermont's funding formula has three integrated parts: ***the block grant***, ***extraordinary reimbursement*** and ***intensive reimbursement***.

BLOCK GRANT: The block grant is the only predictable portion of the formula and it goes to every town school district. It is distributed based on a formula which includes ADM (average daily membership) and the state average salaries of special education teachers.

EXTRAORDINARY REIMBURSEMENT: This part of the formula provides town school districts with reimbursement for high cost programs for individual students. Districts pay a "deductible" of three times the foundation student level ($12,660 in FY-96) and the state pays 90% of any amount over that.

INTENSIVE REIMBURSEMENT: This portion of the formula provides reimbursement to every town district for special education expenditures not covered by federal funds and the other parts of the formula. Each town's reimbursement rate is determined by the town's wealth as identified in the state aid formula and the amount of money left in the formula after the Block Grant and Extraordinary Reimbursement have been paid.

1. Revised Formula Is Flexible and More Equitable

Enacted in 1988 and refined several times since then, the special education funding formula now:

- assures that special education funds follow the student and are paid to the school district responsible for the student's education;
- allows schools to design programs to meet the needs of their students;
- creates a state/local partnership for all special education expenditures;
- promises a 50/50 sharing of costs;
- provides the same level of support regardless of where the student is placed;
- bases the block grant portion of the formula on Average Daily Membership (the number of students attending a school) rather than a count of students receiving special education;
- allows special education funds to support "core staff" who provide services to students not eligible for special education. This ensures that schools do not lose funds by following the state's direction of meeting students' needs outside of the special education system when appropriate.

2. Increased School Capacity Better Meets All Students' Needs

Act 230 presented radical program change as well. The intent was that by intervening earlier, fewer children would be referred for costly special education evaluations. These resources could instead be used to provide services to students. Rather than develop more categorical programs to meet students' needs, Act 230 aimed at building the capacity of schools to better serve all students by:

The reauthorization of Act 230 this spring reaffirmed the direction set by the Act and maintained the goal of developing a more cost effective system.

- ❑ encouraging early identification of students at risk of school failure.
- ❑ requiring an Instructional Support System and Team in every school. Schools no longer need to identify students as eligible for special education in order to provide them with additional support.
- ❑ setting aside 1% of the state special education formula for staff development for regular and special educators.

In addition, the State has also:

- ❑ developed the BEST (Building Effective Supports for Teaching) initiative to help schools be more effective with students with challenging behaviors.

This past spring the legislature passed Act 157. This Act reaffirmed the direction set in Act 230 and maintained the goal of developing a more cost effective system by building the capacity of Vermont's schools to meet the needs of all students and of developing a support system that provides a wide range of services and accommodations.

3. Special Education Rules and Paperwork Streamlined

Additional reforms included:

- ❑ tightening State Board rules on eligibility for special education.
- ❑ changes in State Board rules to increase parental participation.
- ❑ streamlining requirements to near federal minimums.
- ❑ applying technology to reduce paperwork.

Extraordinary reimbursement assists districts in providing high cost services to students.

REFORM RESULTS ENCOURAGING

New Funding System Has Many Desired Effects: The new funding system resulted in several changes:

- ❑ It made it possible to identify all special education costs.
- ❑ The state share of funding special education rose from below 40% to nearly 50% in 1993 although it has dropped in the last three years to an estimated 37.2% for FY-97.
- ❑ The Extraordinary Reimbursement portion of the new funding system has protected schools from catastrophic costs for individual students.
- ❑ Special education administrators report the flexibility of the new funding system has allowed schools to reorganize the way services are provided by integrating them into the classroom program and to design programs to meet local needs.

More Students Benefit: Although special education child count has decreased, more students are receiving instructional help outside the special education system. For the most part, this occurs when special education staff, who used to take the one or two students eligible for special education out of the classroom for tutoring, now go into the classroom to provide instruction to a small group that includes those same one or two students but, in addition, includes other students not eligible for special education.

Estimated Number of Students Served

11,000 Special Ed.
+22,000 Additional Students
33,000 Students Served
OR
32% of School Population

In some schools the special education staff and other support staff are team teaching with the regular classroom teachers in an effort to get more individualized instruction to those who need it. By providing instructional support to an estimated 22,000 to 27,000 additional students beyond the 11,800 eligible for special education with the same resources, Vermont has developed a more cost effective system of support and effectively reduced its per pupil cost for providing special education and support services from $3,650 to $2,254 per student.

Positive Results For Students Reported: Interviews with parents and teachers and grades from students' report cards supported the following:

- 82% of students who came off Individual Education Plans (IEPs) continued to do as well as, or better than, they had when receiving special education services;
- those on IEPs received grades that were comparable to their peers;
- 98% of teachers interviewed felt that students who had exited from special education over one year were still appropriately placed in their classrooms;
- 65% of those referred to the Instructional Support Team (IST) were considered successful in their class after interventions by the Instructional Support Team;
- the most commonly cited reasons for the unsuccessful referrals to IST's (35%) were insufficient resources and training to provide for students with challenging behaviors and out of school problems. (The purpose of the BEST initiative is to address this issue.)

The Act 230 Evaluation Study found that most students receiving special education or other support services were being successful in school.

Concerns Remain

- Implementation of Act 230 is still uneven around the state, especially in high schools.
- Staff in many of the schools visited reported feeling stretched and unable to meet the needs of all students.
- Cutbacks in services provided by other agencies are shifting needs and costs to education.
- Decreases in special education child count created pressures to cut staff.
- The growing numbers of students with challenging behaviors and need for intensive services are placing increasing demands on classrooms, teachers and schools.
- Shrinking resources in the face of increasing need has reduced the ability of some districts to provide support outside of special education. If only special education services are available, more students will be referred, evaluated ($1,200 per evaluation) and labeled.
- Tight local budgets and reduced state funding for many school districts have increased focus on special education in local budgets, town meetings, etc. This has resulted in public discussion about individual students' programs and can pit the needs of one group of students against the needs of others.
- There continue to be reports of students who are not receiving the services to which they are entitled.

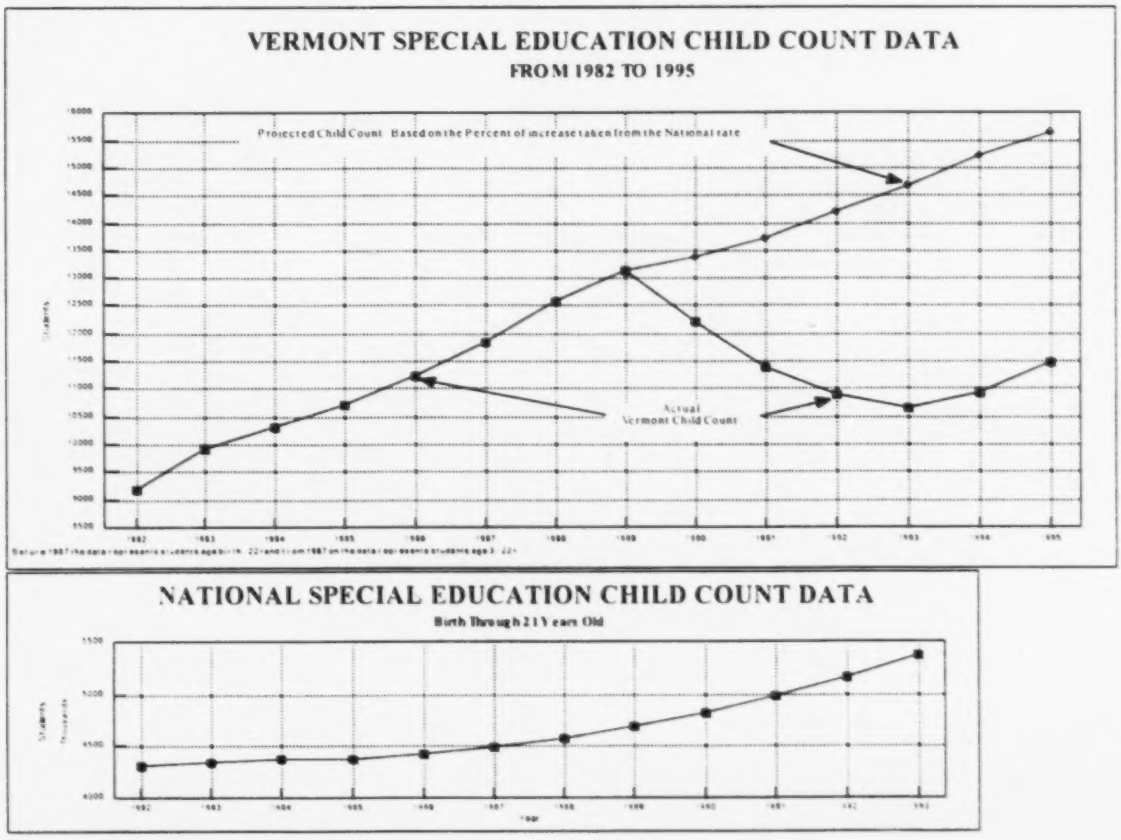
CHAPTER I: VERMONT AND THE NATION

- **Special Education In Vermont: The Numbers and The Philosophy**
- **How Does Vermont Compare With Other States?**

SPECIAL EDUCATION COSTS IN VERMONT

The number of children eligible for special education reached a high of 13,243 in 1989. Since then child count declined four years in a row to a low of 10,804 in 1993. The past two years have again seen increases in the number of students identified as eligible for special education with a count of 11,805 for 1995 **(See Graph I)**. The increases have been primarily in the numbers of students identified with Attention Deficit Disorder (ADD), Autism and Emotional Behavioral Disabilities (EBD). These students often require an intensive level of services.

GRAPH I


VERMONT SPECIAL EDUCATION CHILD COUNT DATA
FROM 1982 TO 1995
Projected Child Count Based on the Percent of increase taken from the National rate
Actual Vermont Child Count
NATIONAL SPECIAL EDUCATION CHILD COUNT DATA
Birth Through 21 Years Old

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Study Identifies Cost Factors

Special education expenditures have been growing at a faster rate than general education. In January, 1995, a report titled "Vermont's Act 230 and Special Education Funding and Cost Study" was released. The report identified several factors that contributed to a steeper than anticipated increase in special education costs. The factors identified include:

- The numbers of students that require individual support and intensive services has continued to increase steadily.
- Salaries are about 68% of total education costs, but are about 85% of special education costs. So as Vermont teachers' salaries went from 47th to 19th in the nation, it had a greater impact on special education costs than it did on education as a whole.
- Years of tight budgets and increased needs of students have stretched the capacity of many classrooms to the limit. When additional student needs arose, resources and services (especially individual aides) had to be added.

Salaries and benefits are about 68% of total education costs, but equal about 85% of special education costs. As teacher and para-professional salaries increased, it had a greater impact on special education costs than it did on education as a whole.

Vermont's Philosophy Has Deep Roots

Vermont has consistently moved in the direction of providing services to students with disabilities in their home schools when appropriate and with their peers. Through its special education funding formula and its emphasis on staff development, Vermont has reinforced this approach to serving these students. Some factors that have had an impact on the development of special education philosophy in Vermont include its small rural schools, a tradition of local control, strong advocacy, key leadership at the state and local levels and the role played by higher education.

Vermont has consistently moved in the direction of providing services to students with disabilities in their home schools and with their age appropriate peers.

VERMONT AND THE NATION

Under Act 230, the number of students receiving support services has increased although the number of children labeled specifically as special education students has declined. This policy has allowed Vermont to avoid the record growth experienced throughout the nation.

Questions regarding how Vermont compares to the rest of the nation arise frequently. These turn out to be difficult questions to answer. Each state's rules for eligibility for special education vary significantly. State funding formulas, organization, data collection, even the agency responsible for provision of certain services, can differ as well. It is very hard to find similar states with data to use as a comparison. That being said, here are some things we do know:

1. **Vermont Regulations Are Close to Federal Minimum**

   Vermont's laws, rules and entitlement regarding special education are very close to the federal minimum. Some examples of where Vermont still goes beyond the federal rules include:

   - ❑ providing parents opportunities for greater participation; for example, parents are included in all aspects of the evaluation and IEP planning process, and
   - ❑ a residential review process by the Department of Education that attempts to exercise cost control by reviewing residential placements before they are made.

2. **Vermont Below National Average In Special Education Child Count**

   The rest of the nation has seen record growth in the numbers of students served within special education while Vermont's numbers decreased. Vermont had 8.75% of its students enrolled in grades K-12 receiving special education during the 1993-94 school year. The rest of the states ranged from a low of 7.18% in Hawaii to 14.95% in Massachusetts, with a national average of 10.31%.

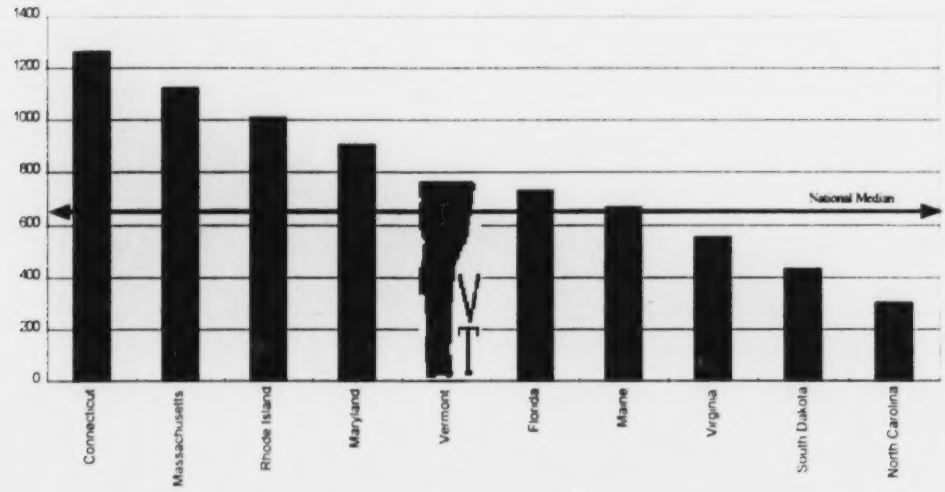
3. **Vermont Spends Close to Mean For Reporting States**

   It is important to note that states provide funding in many different ways, collect data on costs in different ways and have varying organizational structures and agencies delivering services. Data published by the Center for Special Education Finance compared FY-94 cost data reported by selected states. States ranged in spending on special education from $304 to $1,264 per student enrolled in school K-12; with a mean of $702. Vermont's cost was $772 per student **(See Graph II next page)**.

States ranged in spending from $304 to $1264 per student with a mean of $702. Vermont's cost was $772 per student.

GRAPH II

SPECIAL ED COST PER ADM FOR 10 REPORTING STATES



4. Student Placement Is Not Linked To Cost

Prior to the passage of Act 230, Vermont had 73% of its students with disabilities placed in the regular classroom. Currently, Vermont has 83% of students with disabilities whose primary placement is the regular classroom. Vermont reports many fewer students with disabilities in special classes or day schools than other states. Vermont does, however, have over 1,600 students placed outside of the regular classroom and has a higher percentage of students in residential placements than many states.

From the data available in Vermont and some data at the national level it does not appear that placement patterns are strongly related to cost.

From the data available in Vermont and some data at the national level it does not appear that placement patterns are strongly related to cost (See Appendix D1). However, school districts or states who serve most of their students in resource rooms or special classes do not reap the benefit of having many of their non-special education students profit from special education resources.

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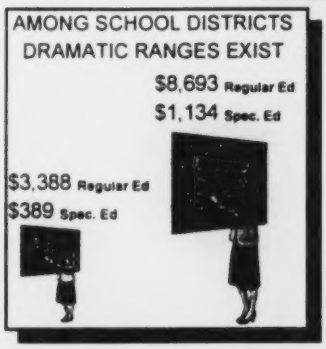
CHAPTER II: FACTORS ASSOCIATED WITH SPECIAL EDUCATION COSTS IN VERMONT

- ⇨ **What Factors Are Associated With High Spending In Special Education?**
- ⇨ **What Other Factors May Be Impacting Special Education Costs?**

DRAMATIC RANGE EXISTS IN EDUCATION SPENDING



One of the most notable things about education in Vermont is the dramatic range in spending that exists among school districts. For example, the cost to educate a student in Vermont schools for FY-95 ranged from $3,388 to $8,693 per student (Appendix A). A similar range exists in special education. Special education expenditures in FY-95 ranged from $389 to $1,134 per student (average daily membership ADM) with a median of $828 per student (Appendix B1). Such disparity raises questions about the causes of these differences, the effect they have on the education opportunities available to students in different towns and their effect on student achievement.

FACTORS ASSOCIATED WITH HIGH COSTS EXAMINED

There is no one factor that appears to be responsible for how much a particular school district spends on special education. Rather, it appears that there are a number of variables, such as wealth, regular education spending, student need, etc., present in each school district that interact in different ways to affect costs. High spending districts tend to be high in two or three of these variables.

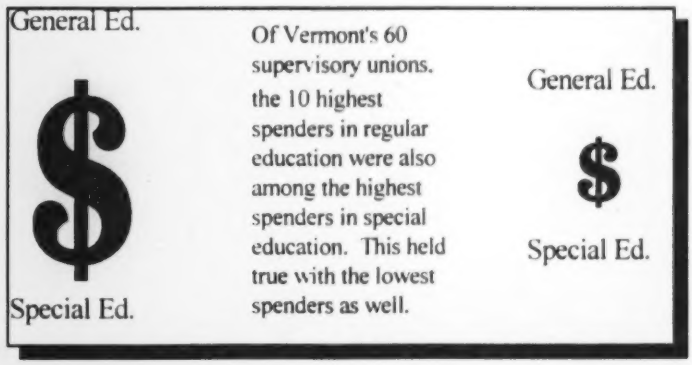
CORRELATIONS

As part of the analysis, total special education costs by school district were compared with a variety of factors in order to determine which factors are paired most frequently with high spending in special education.

The factor with the highest correlation to special education spending, a near one to one correspondence, was regular education spending.

IMPORTANT NOTE:

A correlation is considered statistically "significant" when it is .3 or higher. It should be remembered that the identification of factors paired or "correlated" with high or low spending does not necessarily mean these factors are the causes of that spending level; rather, it means these factors appear together frequently and may be related.


General Ed.
$
Special Ed.
Of Vermont's 60 supervisory unions, the 10 highest spenders in regular education were also among the highest spenders in special education. This held true with the lowest spenders as well.
General Ed.
$
Special Ed.

1. **High Spenders in Regular Education Are High Spenders in Special Education** - The factor with the highest correlation to special education spending, a near one to one correspondence, was regular education spending **(See Table I).** In other words, school districts that are among the higher spenders in education in general are likely to be among the higher spenders in special education.

For example, of Vermont's 60 supervisory unions, the 10 highest spenders in regular education were also among the highest spenders in special education. This held true with the lowest spenders as well. In fact, even such factors as spending on general administration correlated with special education spending.

TABLE I

Correlations between Special Ed. and General Ed. Spending

Catagory	Correlation
When looking at overall general education expenditures the correlation with special ed. spending is very high:	
General Education Expenses	0.97
When looking at subcategories of general education expenditures, correlations are all significant:	
Central Support Services	0.47
General Adminastration	0.72
Instructional Staff Support Services	0.83
Pupil Support Services	0.84
School Administration	0.87
Instruction Cost	0.89

2. **Staffing and Salary Levels: Distinct But Related Issues-** The early stages of this analysis identified a supervisory union's total salary expenses as a key factor in the amount spent in special education. High salary costs were correlated with high spending in special education. It was not clear, however, whether the significant factor was the amount staff were paid (salary level), the amount of benefits paid (benefits level), or the number of staff hired (staffing level). Further analysis revealed that the districts that are high spenders in special education hire more staff than low spending districts. Although there are a few districts at either end of the spectrum where salary levels could account for a significant difference in amount they spend on special education, for most districts this is not the case. Most districts pay close to the state median salary. Likewise, benefits do not usually account for large differences in spending.

There is no one factor that appears to be responsible for how much a particular school district spends on special education.

The table below further illustrates this point. The first four items on the table are average salary and benefits levels; that is, the average salary or benefits that an individual receives. These factors do not show any correlation with special education spending. The next six items on the graph represent salary or benefit levels multiplied by the number of staff. These all show significant correlations with special education spending. This suggests that the range in special education spending among most districts is not due to the salary levels, but to the number of staff hired.

TABLE II

Correlations Between Special Ed. Spending and Staff Information

Category	Correlation
Salary and benefits levels alone show no significant correlation with Special Education spending:	
Average Para. Salary	0.00
Average Prof. Benefits	0.02
Average Para. Benefits	0.08
Average Prof. Salary	0.11
When looking at salary or benefit levels multiplied by numbers of staff, significant correlations are found:	
Benefits multiplied by number of Para.	0.62
Benefits multiplied by number of Prof.	0.71
Number of Para.Staff	0.72
Salary multiplied by number of Para.	0.74
Number of Prof. Staff	0.75
Salary multiplied by number of Prof.	0.75

Table III on the following page, which compares the averages of the top and bottom spenders in special education, illustrates several points regarding salaries and staff numbers. Although there is a wide range from the highest to the lowest in salaries among supervisory unions, when taking an average of special education salaries of these two groups, there is a relatively small difference (4%). There is a significant disparity in benefits for paraprofessionals but this accounts for a relatively small amount of money. As noted above, this would indicate that the range in special education spending is not due to differences in salary levels but rather the number of staff hired.

Table III also illustrates the relationship between special education staffing and staffing patterns in regular education and schools as a whole. In Vermont, school districts that tend to hire more staff to offer a variety of programs or to keep staffing ratios low in regular education appear likely to continue that practice in special education.

In order to further explore the range that exists among supervisory unions, the 15 districts that were the highest spenders in special education (Special education dollars divided by Average Daily Membership) were compared with the 15 districts that were the lowest spenders in special education. Table I compares these two groups on a number of staff related factors.

A dramatic range does exist in staff numbers, but virtually no difference exists in average salary levels. This suggests that the range in special education spending in most districts is not due to the salary levels, but the number of staff hired.

TABLE III
SUMMARY OF HIGHEST AND LOWEST SPENDING SUPERVISORY UNIONS FOR SPECIAL EDUCATION COST
STAFF

FACTORS	AVG. OF HIGH SPENDING	AVG. OF LOW SPENDING	PERCENT DIFF-ERENCE	MEDIAN FOR SU'S
Special Education Salary and Staff Information				
Professional Staff (FTE)	18.90	9.41	50.21%	13.22
Para-Professional Benefits/FTE	$2,811.01	$1,531.15	45.53%	$1,849.82
Individual Aides / 1000 ADM	14.29	8.95	37.37%	13.16
Para-Professional Staff (FTE)	39.17	26.27	22.57%	29.22
Professional Benefits/FTE	$6,480.49	$5,966.09	7.94%	$6,049.54
Para-Professional Salary/FTE	$9,520.63	$8,829.00	7.26%	$8,925.39
Professional Salary/FTE	$32,269.46	33,697.63	-4.43%	$32,966.41
Regular Education Salary and Staff Information				
Reg.Ed Para Staff (FTE)	56.54	40.67	28.07%	45.2
Reg.Ed. Prof. Staff (FTE)	144.84	105.73	27.00%	127
Reg.Ed. Para Salary/FTE	$8,650.53	$7,852.45	9.23%	$7,294.00
Reg.Ed. Prof Salary/FTE	$34,905.86	$34,212.82	1.99%	$32,278.00
General Information				
Total Special Education Cost	$1,813,202.15	$894,349.75	50.68%	$1,409,063.
Special Education $/ ADM	$1,044.81	$584.21	44.08%	$825.65
ADM	1,735.43	1,530.86	11.79%	**1515.79

* Staff data were reported for 13 of the 15 high spending supervisory unions and 14 of the 15 low spending supervisory unions.

** ADM is based on 56 reporting supervisory unions.

3. **Seniors Post Graduation Plans Correlate With Spending** - Two interesting correlations which need further study came from the survey of all responding outgoing seniors. School districts that had a high proportion of seniors reporting that they were going to a four-year college tended to be among the higher spending districts in both general and special education. Districts that had a high proportion of seniors reporting that they were headed for employment after high school tended to be among the lower spending districts in general and special education (Appendix D2). This finding may relate to the community's expectations for students and attitude toward education.

School districts with high income per exemption tended to be high spenders in special education: those with lower income tend to spend less.

4. **Community Wealth Shows Mixed Results As Indicator** - Several factors were considered when looking at indicators of a community's wealth. These included the Adjusted Gross Income per exemption, the Median Adjusted Gross Income, property value per student and the numbers of students in poverty*. Only the Adjusted Gross Income per exemption (AGI) showed any correlation to special education funding (Appendix D3). School districts with high income per exemption tended to be high spenders in education: those with lower income tend to spend less.

   Vermont towns also have a great disparity in their ability to raise money for education. The average per student expenditure likewise has a dramatic range. For example, in Sherburne, where the Killington ski resort is located, residents have an effective tax rate of $0.29 per $100 of assessed property value and a per student expenditure of $6,453. In Randolph, residents' effective tax rate is $1.56 per $100 and spend $5,589 per pupil. There was, however, no correlation between tax rate and spending per pupil. *See Glossary

Given the data available, no correlation could be found between risk factors and special education

5. **Risk Indicators Do Not Predict Spending** - Analyzing the data available from the Agency of Human Services on a variety of factors that might indicate need for social services or special education such as low birth weight, abuse and neglect rates, and new families at risk* showed no correlation of these risk factors with spending levels in special education **(See Table IV)**. While this data are often of low incidence factors, and better data would be required to confirm this finding, it is noteworthy that there was no correlation at all with these risk indicators and spending.

TABLE IV

Correlations between Special Ed. Spending and Risk Factors

Catagory	Correlation
% New Families at Risk 93	-0.22
Sexual Abuse Rate 93	-0.19
% Low Birthweight 93	-0.16
Total Abuse Rate 93	-0.03
Neglect Rate 93	0.01
Physical Abuse Rate 93	0.18

When risk factors and wealth are compared, there is a correlation between risk factors and low income. As noted above, low income correlates with low spending in special education. This reinforces the point that there are other variables more powerful than these particular risk factors that often have a greater impact on special education spending.

Clearly, better indicators are needed to evaluate the impact of risk factors on special education spending.

6. **Residential Placements Do Not Drive Spending** - There were some individual situations where an otherwise small and lower spending district had an unusual number of residential placements or students with very high cost services (over $40,000) that significantly affected the district's total special education costs. In general, however, these factors were not highly correlated with high special education spending statewide.
7. **Student Placement Not Linked To Cost** - Student placement in the regular classroom, resource room, special class or any other placement was not correlated with spending in special education in Vermont (Appendix D1). In other words, those districts with a high percentage of students with disabilities placed primarily in the regular classroom (or any other placement) were not necessarily the higher (or lower) spenders in special education. Nationally, there was a significant correlation between high cost and special class placement.

OTHER FACTORS THAT MAY IMPACT SPENDING

1. **Services Less Available In Some Districts** - Availability of services can vary dramatically from one region of the state to another. For example, in the Northeast Kingdom some related services like occupational therapy or interpreters for the deaf are harder to obtain. Does the availability of services have an effect on special education spending? Data are unavailable to confirm this at this time.
2. **Decreased Capacity in Other State Agencies Shifts Costs To Education** - There are a number of state agencies which provide support to children and families besides education. Over the past few years most state agencies have experienced budget reductions and staffing cuts resulting in a decreasing ability to provide services. For many of these state agencies, if sufficient funds to serve all eligible clients are not available, services are just not provided. In contrast, local school districts must provide services to students who are eligible for special education. This has resulted in costs for some services being shifted to education with subsequent increases in the property tax burden. While this may appear to be an increase in services and costs, it is more often maintenance of existing services with a shift in funding source.

For many state agencies, if sufficient funds to serve all eligible clients are not available, services are just not provided. In contrast, local school districts must provide services to students who are eligible for special education.

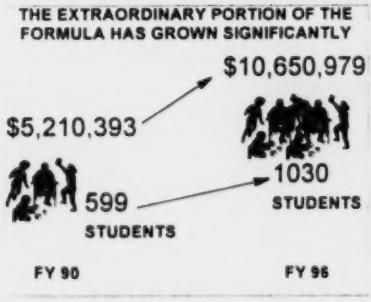
*See Glossary for definitions.

CHAPTER III: EXTRAORDINARY REIMBURSEMENT

- ⇨ **What Is Extraordinary Reimbursement?**
- ⇨ **Why Are There Dramatic Differences In The Amount of Extraordinary Reimbursement Districts Receive?**
- ⇨ **Why Has Extraordinary Reimbursement Increased So Dramatically?**

EXTRAORDINARY REIMBURSEMENT

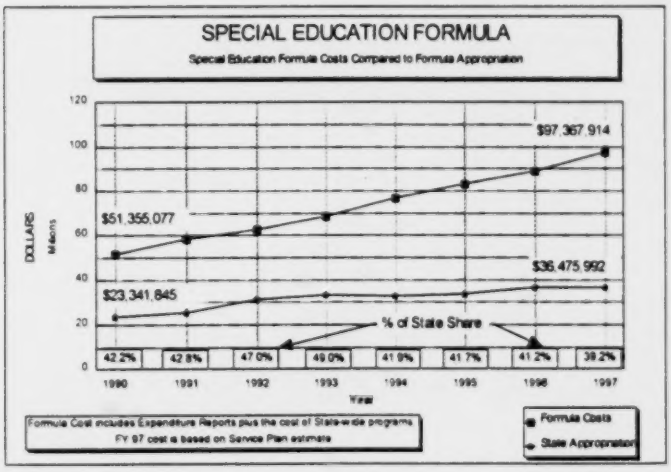
The Extraordinary Reimbursement portion of the Act 230/Special Education formula was designed to protect school districts, especially small districts, from high costs for individual students with very intensive needs. To be eligible for extraordinary reimbursement, the individual student's costs must exceed 3 times the foundation level, which equaled $12,390 in FY-95, $12,660 in FY-96 and $13,305 in FY-97. Expenditures exceeding that level are reimbursed at a rate of 90%.



Dramatic Growth in Extraordinary Reimbursement

The extraordinary portion of the formula has grown significantly since the inception of the formula. In FY-90 school districts received $5,210,393 extraordinary reimbursement for 599 students, by FY-96 extraordinary reimbursement had grown to $10,650,979 for 1030 students.

Poorer Towns Bear The Brunt of Reduction in State Share and Increase in Extraordinary



The state share of special education funding has not kept pace with rising costs thereby placing a greater burden on locally raised funds. The State's share fell from a high of 49% in FY-93 to an estimated 37.2% in FY-97. The combination of the growth in extraordinary and lower state share has reduced the portion of the formula funds available for intensive reimbursement, the only wealth driven part of the formula, from 42% of total formula funds in FY-93 to 31.6% in FY-96. This has had the effect of reducing the intensive reimbursement received by the "poorer" towns to a much greater degree than the "richer" towns. In effect,

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reductions caused by the funding cuts and level funding of recent years have been borne more by the poorer towns than by the richer towns. In an attempt to reduce this effect in the short term, the "deductible" amount for the extraordinary portion of the formula has been raised for FY-98 to 3.5 times foundation level.

Dramatic Differences in Total Cost of Extraordinary Students

In some supervisory unions the total cost of extraordinary students represents a major portion of the total special education budget. In FY-95, there were a dozen supervisory unions whose expenditures for extraordinary students were over one-third of their total special education expenditures, with a high in one district of 47% (Appendix B1). That means almost half of this supervisory union's special education expenditures were extraordinary costs and related to individual students. At the other end of the spectrum there was a supervisory union that reported no extraordinary expenditures for FY-95. Related factors varied just as dramatically as indicated by the table below.

TABLE V

SUMMARY OF HIGHEST AND LOWEST SPENDING SUPERVISORY UNIONS FOR SPECIAL EDUCATION COST EXTRAORDINARY & CHILD COUNT

FACTORS	AVG. OF HIGH SPENDING	AVG. OF LOW SPENDING	PERCENT DIFFE-RENCE	MEDIAN FOR ALL 60 SUPERVISORY UNION'S
Extra. Students $20,000 to 40,000	6.34	1.52	76.03%	2.64
Total Extraordinary Cost	$599,993.92	$187,291.56	68.78%	$304,258.62
Number Extraordinary Stud/1000ADM	14.94	5.14	65.60%	8.80
Total Extraordinary Dollars/ADM	$345.73	$122.34	64.61%	$202.68
Number Residential/1000ADM	1.38	0.52	62.32%	0.85
Extra. Students < $20,000/1000ADM	7.64	3.05	60.08%	5.89
Extra. Students > $40,000/1000ADM	.96	.57	40.63%	0.56
Individual Aides/1000 ADM	14.29	8.95	37.37%	13.16
Percent of Child Count	10.40%	8.49%	18.37%	10.01%
Extraordinary Cost/Student	$23,811.45	$23,498.52	1.31%	$22,886.76
Total Special Education Cost	$1,813,202.1	$894,349.75	50.68%	$1,409,063.50
Total Special Education Cost/ ADM	$1,044.81	$584.21	44.08%	$825.65
ADM	1,735.43	1,559.82	10.12%	1569.80

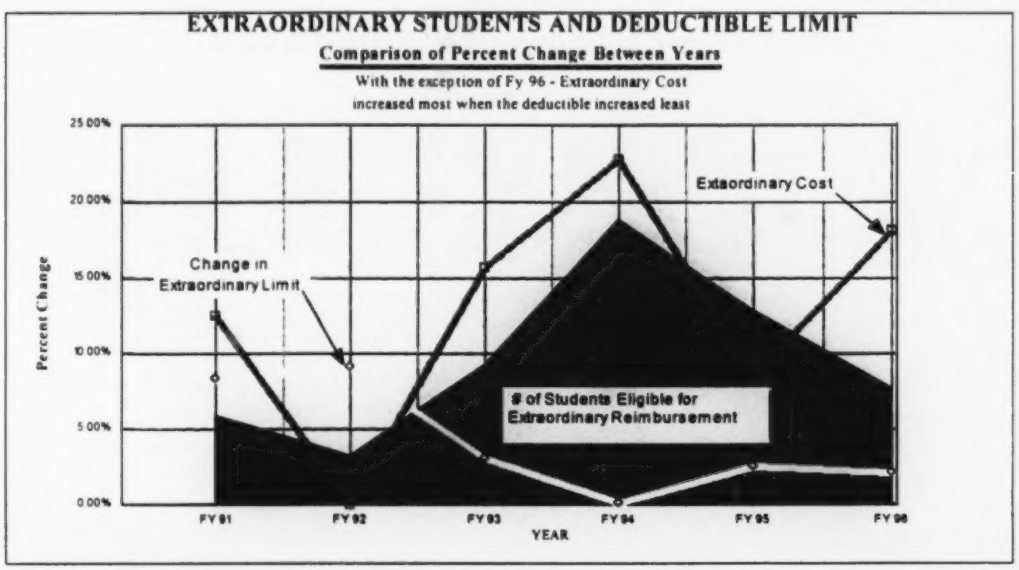
* Staff data were reported for 13 of the 15 high spending supervisory unions and 14 of the 15 low spending supervisory unions.

Averages can both highlight trends and hide individual explanations and need to be viewed with that in mind. It is noteworthy, however, that the high spending supervisory unions benefit more from extraordinary reimbursement, and spend nearly twice what the similarly sized low spending supervisory unions do. It would appear that the high spenders have more extraordinary students with costs under $40,0000. What is harder to tell is why. Some of the answers to this question begin to emerge when the data from individual supervisory unions (see Appendices B1, B2, C) are reviewed. Other hints are found in the analysis below. A more complete picture may require further study.

FACTORS RELATED TO HIGH EXTRAORDINARY COSTS

1. **Some Supervisory Unions Make Greater Effort to Identify Extraordinary Costs** - What appears to be a significant factor in high extraordinary costs is the effort the supervisory union expends to identify and document costs that can be attributed to individual students. The motivation to do this is to receive the 90% reimbursement for expenditures that exceed three times the foundation cost. Many of the supervisory unions with the highest amounts of extraordinary costs in their budgets reported making a greater effort to identify each cost that might be assigned to individual students than did those districts who'd reported less. A few supervisory unions appeared to organize their services and make decisions about staffing and services based on the potential of extraordinary reimbursement.
2. **When extraordinary deductible increased the least, extraordinary students increased the most** - Extraordinary expenditures are defined as costs above a "deductible" which is set at three times the per pupil foundation level. So one factor that has an impact on which costs are extraordinary costs in any given year is the deductible amount. The lower the deductible the greater the eligible extraordinary expenditures. **(See Graph III).**

GRAPH III



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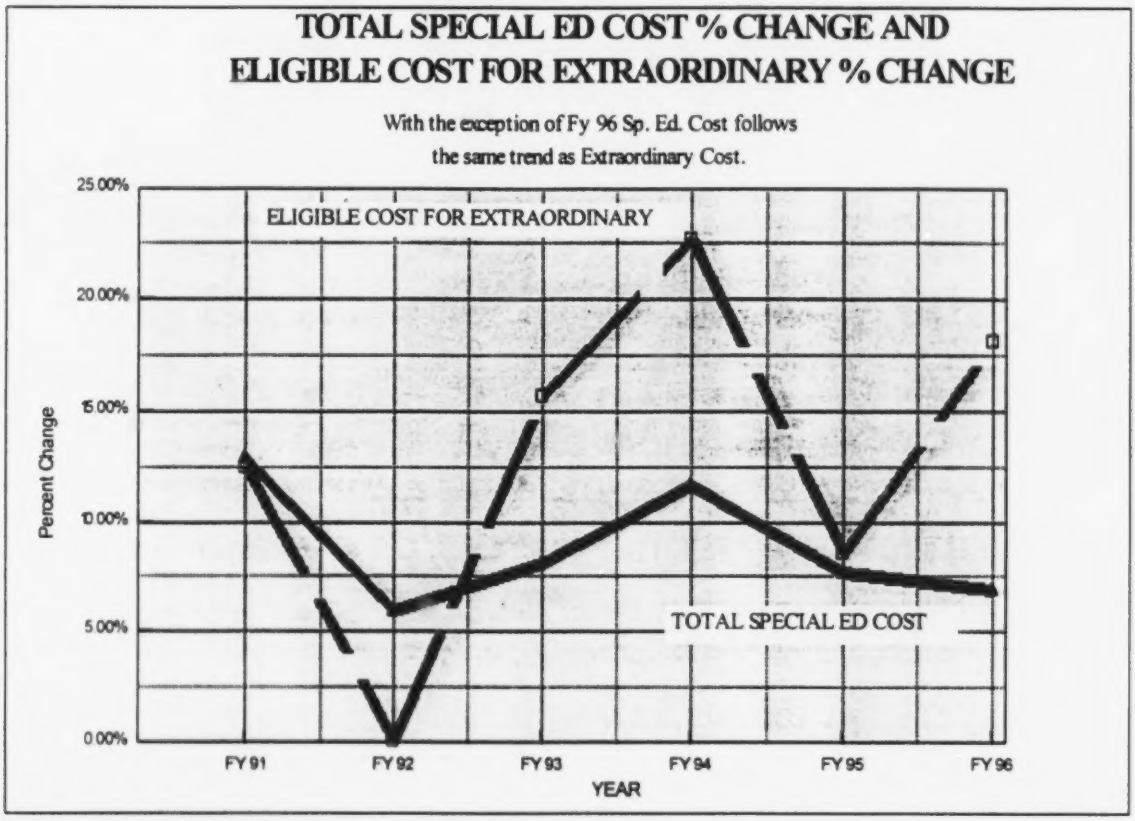
The deductible is based on the state aid foundation level which is set annually. Over the past five years it has increased by varying amounts. Meanwhile costs have been increasing because of increased need, inflation etc. During the years when the deductible increased the least, extraordinary costs increased the most and what is even more interesting, so did total special education costs **(See Graph IV)**.

GRAPH IV



3. **Student "Need" Difficult To Define** - Extraordinary costs for a supervisory union are affected by three factors: the needs of the students, the services provided to the students and the cost of those services. In fact, it is the total cost of the services provided to an individual student that is the criteria for extraordinary expenditures. Logic would suggest that differences in student need would be related to differences in the cost of special education and especially extraordinary cost.

   School administrators report that the need for intensive services continues to rise statewide and there is a variety of factors that support that perception. Administrators from high spending districts suggested various conditions existing in their districts that may account for an increase

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in students requiring intensive services (lower income, better programs, proximity to other states, etc). In comparing the high and low spending districts with the data available, however, it is difficult to assess the differences in student need and its affect on spending.

4. **Special Education Child Count - Part of the Story** - School districts in Vermont vary significantly in the proportion of their population that are identified as eligible for special education. This is true for a variety of reasons relating to student need, local policies on labeling students, and capacity to provide services outside of special education. School districts are more likely to consistently determine students with intensive needs as eligible for special education while they may differ more on finding students with mild disabilities eligible. So special education child count is, at best, a flawed measure of district need.

On average high spending districts will identify 15 more children per 1000 ADM then low spending districts

Analysis of child count data for FY-94 shows that high spending supervisory unions are counting about 15 more students per 1000 ADM as eligible for special education than are the low spending supervisory unions (Appendix H). It is not possible to tell the intensity of the need of these students, but they are spread throughout the various disability categories and not especially concentrated in the disabilities usually associated with higher cost such as deaf or multi-handicapped. While this difference could indicate a difference in student need, it is not possible to evaluate the fiscal impact of the differences that exist. It does not appear, however, that these differences could completely account for all the differences in spending among supervisory unions.

5. **Salary and Staffing Levels Linked To Extraordinary Costs** - High extraordinary costs are related to high overall special education costs and vice versa. Many of the same factors that relate to overall education or special education spending appear to relate to extraordinary costs. High salaries, benefits and staffing numbers are all closely related to high extraordinary spending. It will be no surprise that the number of individual aides in a supervisory union was related to extraordinary costs (Appendix D4).

6. **High Cost Services Not The Primary Factor** - Students with very high cost services (over $40,000) are not as significant a factor in high extraordinary spending as might be assumed for most supervisory unions. Of the dozen supervisory unions that had extraordinary costs of over 33% of their total special education costs, only three fell into that group because of a few very high cost students. The rest tended to have more lower cost students and higher staff costs. (there was little difference in the average cost of extraordinary students between the high and low supervisory unions).

CHAPTER IV: OUTCOMES

⇨ **What Information Do We Have On Outcomes For Students With Disabilities?**

OUTCOME INFORMATION SPARSE BUT POSITIVE

This analysis of expenditures has provided new information regarding the range of spending in Vermont. What remains uncertain is what level of spending is necessary to produce positive outcomes for all students. Are the higher spending districts just spending what is needed or more than is necessary? Identifying meaningful measures of success and gathering that data is the next challenge.

Identifying meaningful measures of success and gathering that data is the next challenge.

What are the Goals of Special Education?

The goals of the federal law, when first enacted, were to assure equal access to education, assure parents of rights and due process and provide students with disabilities with appropriate services. While problems still exist, all would agree that tremendous strides have been made in these areas. Students with disabilities have been identified, have access to education and, for the most part, receive appropriate services. Clearly, the federal law has resulted in many of the outcomes intended.

The final measure of success of special education, however, will be evidence that students with disabilities are benefiting from their education. What information exists regarding the outcomes for these children?

Post School Indicators Follows Graduates

Vermont has a Post School Indicators Project that has been collecting information since 1989 from high school graduates who had been receiving special education. During the last two years, 100% of the students in the 36 participating districts were interviewed. Some of the key findings for graduates of 1994:

78% of former special education students interviewed either graduated or completed IEP requirements.

- 78% of those interviewed either graduated or completed IEP requirements,
- 60% of those interviewed had a paying job and, of those, 60% were earning above minimum wage and were happy with their job,
- 19% of interviewees were currently enrolled in a full time college program (2 or 4 years).

Vermont's SATs Include Some Students With Disabilities

Vermont has students with a much greater range of abilities taking the SATs than do most states. Vermont's participation rate has risen from 68% in 1991 to 70% this year. The national average is 42%. Only four states had a higher rate of participation. In addition, six percent of Vermont SAT participants indicated that they had a "permanently disabling condition." It is noteworthy that given Vermont's very high participation rate that Vermont's scores for both verbal and math SATs compared favorably with the national average:

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	Verbal Scores	Math Scores
Vermont	506	500
National	505	508

Act 230 Evaluation Results Positive

The Act 230 evaluation project provided outcome information on students who had been receiving special education or who had been referred to the Instructional Support Team. (See page 3-4 of this report.) The study analyzed report card grades and informal assessments by teachers and parents. The findings were all quite positive. This study is continuing with similar outcome information being collected as part of special education monitoring.

What's Needed?

Every school in Vermont has success stories to tell. They are indicators of positive outcomes and something we can all be proud of, but we have not done a good job of systematically collecting and evaluating them. So the information above represents the data currently available on student performance in special education in Vermont. Much of it is positive but, clearly more is needed. We have little information specifically on the performance of students with disabilities and only SAT scores to compare Vermont to other states.

The statewide assessment system will answer many questions when it is fully implemented. In addition, post school indicators will be collected for all students through a survey developed by the Vermont Student Assistance Corporation (VSAC).

Data from the statewide assessment system recently adopted by the State Board of Education will go a long way in providing this information when it is fully implemented. In addition, post school indicators will be collected for all students through a survey developed by the Vermont Student Assistance Corporation (VSAC). This will provide the state with information on the outcomes of all students, including those with disabilities, after graduation. The first results of this expanded post school survey should be available later this year.

CONCLUSIONS AND IMPLICATIONS

1. **Spending levels in special education vary among school districts as dramatically as spending in general education.** Supervisory unions' expenditures in special education ranged from $389 per student to $1,134 per student for special education in FY-95. The reasons for this range appear to vary from school to school but a number of factors are notable:
   - Special education spending is highly correlated to spending in general education;
   - The amount spent in special education in a school district may be related as much to non-special education factors (staffing levels, salary etc.) as to special education factors (student need, residential placements etc.) ;
   - Staffing levels appear to be the single most significant factor affecting cost for special education;
   - The collection of factors that correlate with high spending in special education may indicate that a community's attitude regarding education combined with a community's ability to pay for education significantly affects levels of expenditures over time in both regular and special education;
   - Increasing student need could explain some of the increases in special education spending over the past few years, but differences in student need among school districts does not completely account for differences in spending;
   - Student placement practices in Vermont do not appear to be correlated with spending levels in most districts;
2. **State funding and policies have a significant impact on special education spending and local attitudes toward special education.**
   - Increasing costs and reduced state share of funding for special education are creating tension at the local level that has resulted in individual children and families feeling blamed for increases in budgets and taxes;
   - Falling state share for funding of special education combined with growing levels of extraordinary reimbursement are reducing the amount of funds available to distribute in the intensive portion of the formula which has a negative impact on "poorer' communities;
   - Act 230 had many of the effects intended, but did not reduce costs. Costs did not decline because of a variety of factors including increased need of students, increased number of staff, and increasing salaries and benefits;
   - The need to increase spending for support services will continue until the increasing need of the student population has been stemmed.

REMAINING QUESTIONS

1. EQUITY

How does the great discrepancy in school district spending in special (and regular) education affect education opportunity, student performance and outcomes?

It is clear that there are significant differences in spending levels among school districts. What is not clear is what effect that has on students performance and how much is enough. Some of the spending differences may be accounted for by differences in salaries and benefits, but that does not appear to be the biggest factor in most districts. Staffing levels appear to be the single most significant factor and that would suggest the ability to offer a greater variety of services or a greater intensity of services.

2. NEED

How much of the difference in special education spending among school districts is due to differences in students' need?

Special education is built on the concept of individual need. That idea pervades every part of the system from planning evaluations and services to the extraordinary portion of the funding formula. It is clear from a variety of sources that, statewide, the needs of students are increasing. From increases in the special education child count data of students with emotional behavior problems to the testimony of teachers and administrators, it is evident that more students need more help. This could explain, in part, the overall increase in special education spending. It is more difficult to tell, however, how differences in student need affects spending levels among school districts.

While there are identifiable differences in student need data between high and low spenders, the differences that can be identified are not sufficient to explain all differences in spending levels. Other factors also impact spending and it is likely that each district contains a different set of factors that influence how much money is spent. The same student showing up in three different school districts in three different parts of the state might well cost those school districts three different amounts because of decisions made about delivery of services, cost of services, staffing patterns, salary and benefits, transportation etc.

In addition, some correlations relating to need that one might expect aren't very significant at all. If need were the most powerful factor in special education spending then one would expect that those towns with the highest risk factors would be among the higher spenders. So towns with low economic indicators, higher levels of abuse, neglect, families at risk etc., would have more need and therefore spend more - but generally they don't. Clearly we do not have the right data to indicate levels of need and clearly there are other factors at work.

3. RESULTS

What are the outcomes of students receiving special education?

The data that exist on results from the Act 230 evaluation, post school indicators and the many anecdotes on student success indicate positive outcomes for many students provided special education. But the data are not related to standards and are not comprehensive. Further, the data available do not help us identify what works. What are the most effective and efficient practices for students with disabilities?

The results of this analysis indicate there are significant differences in the amount school districts spend on special education. Are there also differences in outcomes for students from one district to another and could such differences relate to:

- the overall education system,
- the amount of money spent on regular or special education,
- how services are provided,
- the types of programs and opportunities that are available for students,
- factors outside of school - in the family or community?

4. FUNDING

Does Vermont's system of funding special education fairly distribute funds? Does it encourage a higher level of spending in some districts?

Extraordinary cost has increased at a rapid rate. In a dozen supervisory unions, extraordinary costs are more than a third of their total cost. This has had a number of effects and raises a variety of questions. The increase in extraordinary reimbursement combined with the falling state share has reduced the funds available to the poorer districts through the intensive portion of the formula causing them to bear more of the brunt of rising costs and level or reduced state funding. In addition, it raises questions about the differences in what districts claim as extraordinary costs.

The data on increases in special education cost and extraordinary costs also raise questions about what connection exists between total spending in special education and extraordinary cost. What is difficult to tell here is which is the chicken and which is the egg. Is the extraordinary reimbursement portion of the formula driving costs higher or are there other drivers affecting both total cost and extraordinary cost?

One interesting piece of data here is the fact that when the increase in the deductible for extraordinary was low, more students were "eligible" for extraordinary reimbursement and when more students are eligible for extraordinary reimbursement total special education spending has increased.

It is impossible to answer the questions posed above with the data available. A review to be conducted this year of some of the districts which claimed the most extraordinary expenses may help answer these questions.

APPENDICES

GLOSSARY

Adjusted Gross Income(AGI) per exemption:	The average gross income per exemption based on Vermont Income Tax returns. Income is capped at $150,000 for this calculation.
ADM:	Average Daily Membership - The average number of K-12 students educated at the school district's expense as reported by the district for the first 40 days of the 1994-95 school year on the "Average Daily Membership of Resident Students" form. This excludes pre-school and adults with diplomas.
ADM versus Child Count:	All calculations for this study used Average Daily Membership or ADM rather than Child Count to obtain a per pupil figure. There were several reasons for this. ADM removes differences that are due to size of a supervisory union. Child count, which is a measure of the number of students eligible for special education, varies greatly from supervisory union to supervisory union. Some have counts as low as 4% of the S.U. population while others are as high as 16%. These variations are greatly affected by philosophical differences among districts with regard to identifying children as eligible for special education. Since the passage of Act 230, schools have been working to find ways to meet students' needs through regular education supports. Since the special education identification process is costly and time consuming, many schools are choosing to invest in providing services through regular education whenever possible and appropriate. For this reason there is great variation in numbers of students identified as eligible for special education. Therefore, all analyses used ADM to derive per pupil figures.
Benefits Prof:	The total cost of benefits for professionals as reported on "Special Education Formula Staff Report for School Year 1994-95."
Benefits Para:	The total cost of benefits for paraprofessionals as reported on "Special Education Formula Staff Report for School Year 1994-95."
Child Count/ADM:	The number of students identified as eligible for special education divided by Average Daily Membership.
Child Count:	The number of students in grades K-12 reported on the December 1. 1994 Childcount.

Cost for K-12:	Total K-12 **Special Education** Cost for FY-95 as reported on the Final Special Education Expenditure Reports. This figure includes the eligible cost subject to formula reimbursement or covered by IDEA-B or 89-313 grants. This excludes the cost of pre-school special education, state-placed student cost and costs covered by miscellaneous federal and state grants. (For this calculation, Spaulding High School Expenditures are included as part of the Barre City S. U.)
Equipment:	The cost of equipment (required by the student's IEP) for extraordinary K-12 students as reported on Worksheet B of the final Special Education Expenditure Reports for FY-95.
Extra Cost/student:	Extraordinary Cost divided by the number of extraordinary cost students. This is the average per pupil expenditure for extraordinary students.
Extra stud/ADM:	The number of extraordinary cost students divided by Average Daily Membership. This indicates whether or not a district has an unusually high number of extraordianry cost students.
Extra. Stud> $40,000:	The number of extraordinary cost students that exceed $40,000 divided by Average Daily Membership.
Extra. Cost/ADM:	Extraordinary Cost divided by Average Daily Membership.
Extra.Stud 20-40000/ADM:	The number of extraordinary cost students whose costs fell between $20,000 and $40,000 divided by Average Daily Membership.
Extraord $/Total Spec Ed$:	Extraordinary Cost divided by Total Special Education Expenditures. This percentage indicates how much of a supervisory union's total special education costs are charged to extraordinary.
Extraordinary Cost:	The total cost of K-12 extraordinary students (students whose eligible special education cost exceeded $12,390) for FY-95 as reported on the final Special Education Expenditure Reports as amended through 3/29/96. This includes the total cost before the $12,390 deductible is subtracted. Pre-school students who qualified for extraordinary were excluded.
Formula Costs By Town:	The total K-12 Special Education Costs for FY-95 as reported on the final Special Education Expenditure Reports. This includes the eligible cost subject to formula reimbursement. This is the total Special Education Cost for K-12 plus any pre-school costs eligible for extraordinary reimbursement less the costs covered by IDEA-B or 89-

313 grants. For unified school districts, the amount attributed to the member towns is the block grant and match generated by the town and the town's share of the intensive and extraordinary cost as reported on the Special Education Expenditure Report. (For this calculation Spaulding High School Expenditures are divided between Barre City and Barre Town based on their share of the costs.)

FTE Total: The total full time equivalent of professionals and paraprofessionals providing support services and charged to the special education formula as reported on "Special Education Formula Staff Report for School Year 1994-95."

FTE Para: The full time equivalent number of paraprofessional staff whose salary and benefits are charged to eligible school age costs on the final Special Education Expenditure Reports for FY-95 as reported on "Special Education Formula Staff Report for School Year 1994-95."

FTE Prof: The full time equivalent number of professional staff whose salary and benefits are charged to eligible school age costs on the final Special Education Expenditure Reports for FY-95 as reported on "Special Education Formula Staff Report for School Year 1994-95."

Individual Aides/ADM: The number of individual aides divided by Average Daily Membership.

Individual Aides: The full time equivalent of individual aides who were reported with the child count number(s) of students to whom they were assigned on the "Special Education Formula Staff Report for School Year 1994-95." Salary, Benefits and FTE of individual aides are <u>included</u> in Paraprofessional data.

Instructional: All direct instructional costs of extraordinary K-12 students excluding tuition and equipment as reported on Worksheet B of final Special Education Expenditure Reports for FY-95. Some costs which could be included are a proration of resource room instruction, consulting teacher services, behavioral specialist services and individual aide.

% Low Birthweight: (under 5.5 pounds) The proportion of children born who weight under 5.5 pounds at birth to all children born in the county. All rates refer to the three year average around the named year.

Median The middle number. In other words there are 29 S.U. above this number and 29 below it. <u>Deviation from the median</u> lets you know how much you differ from that middle number and in which direction.

Median Adjusted Gross Income: The same calculation used for Adjusted Gross Income but rather than average AGI, it is the Adjusted Gross Income of the middle return in the district. Half the returns in a district have an AGI lower than this figure and half the returns have AGI higher.

% New Families at Risk: The proportion of first children born to unmarried women under 20 with less than 12 years of education to all first children born in the county. All rates refer to the three year average around the named year.

# of Students > $40,000: The number of K-12 students whose cost exceeded $40,000 as reported on Worksheet B of final Special Education Expenditure Reports of FY-95.

# of Students $20,000-40,000: The number of K-12 students whose costs fell between $20,000 and $40,000 as reported on Worksheet B of the final Special Education Expenditure Reports of FY-95.

# of Extraordinary Students: The number of K-12 students who qualify for extraordinary reimbursement as reported on the final Special Education Expenditure Reports for FY-95.

# of Students < $20,000: The number of K-12 students whose cost were less than $20,000 but greater than 3 times the foundation level ($12,390 for FY-95) as reported on Worksheet B of the final Special Education Expenditure Reports of FY-95.

# of Students Residential: The number of K-12 students in residential placements in or out of state as reported on worksheet B on Special Education Expenditure Reports for FY-95.

Para Staff/ADM: The number of paraprofessional support staff divided by Average Daily Membership.

Para Salary/ADM: The sum of paraprofessionals salaries excluding benefits divided by ADM. When the word **total** is used, the number includes benefits.

Placement Data: The number of K-12 students reported in each of the following placements on the December 1, 1994 Child Count: Resource Room, Regular Class Room, Separate Class Room, Public Separate Day (Alternative Programs), Out-of-District (Residential or Day Program), Home or Hospitalized.

Prof Staff/ADM:	The number of professional support staff divided by Average Daily Membership.
Prof/Para:	The number of professional staff divided by the number of paraprofessional staff. 1.00 means that there is a one to one correspondence. Another way to say this is the larger the decimal the closer you are to a one to one correspondence.
Prof. Salary/ADM:	The sum of Professionals salaries excluding benefits divided by ADM. When the word **total** is used, the number includes benefits
Property value per student:	The value of the property that is available to tax in the community. Determined by dividing the Equalized Grand List for the year by the average daily membershipof the school district for the same year. The higher the property value per student, the greater the capacity of the community to raise funds for education through property taxes.
Rate of Child Abuse:	The rate of confirmed cases of abuse for persons under 18 years old in the county. The rate is per 10,000 population. All rates refer to a three year average around the named year. Rates are not calculated when the number of events is five or fewer. Rates are reported in four categories: a total rate for victims of all types of abuse and neglect; and three rates focused specifically on victims of physical abuse, sexual abuse, and neglect.
Related Services:	The cost of related services for extraordinary K-12 students as reported on Worksheet B of final Special Education Expenditure Reports for FY-95 such as speech/language services, occupational therapy, physical therapy, counseling, special education evaluations and audiology.
Residential /ADM:	The number of students in a residential placement divided by Average Daily Membership.
Salary Para:	The total cost of salaries of paraprofessionals as reported on "Special Education Formula Staff Report for School Year 1994-95" excluding benefits.
Salary and Benefits Prof:	The total cost of salaries and benefits for professionals as reported on the "Special Education Formula Staff Report for School Year 1994-95."
Salary & Benefits Total:	Total salary and benefits for professionals and paraprofessionals as

reported on "Special Education Formula Staff Report for School Year 1994-95."

Salary Prof: The total cost of salaries of professionals as reported on "Special Education Formula Staff Report for School Year 1994-95" excluding benefits.

Salary and Benefits Para: The total cost of salaries and benefits for paraprofessionals as reported on the "Special Education Formula Staff Report for School Year 1994-95."

Sped Cost - ext cost/ADM - ext students: Special education cost minus extraordinary cost divided by ADM minus the number of extraordinary students. In other words, this is a way to look at special education expenditures with extraordinary factored out.

State Funding: The total formula reimbursement earned by each town for FY-95 based on the final Special Education Expenditure Reports for FY-95. This includes the amount earned for Block Grant, Intensive Reimbursement and Extraordinary Reimbursement

% Students in Poverty: Proportion of school-aged children in the school district who live with families that receive food stamps (as reported by the Dept. Of Social Welfare). Calculated based on average daily membership for that school year.

Support Staff/ADM/1000: The total number of support staff (professionals and paraprofessionals) per 1000 ADM.

Total Special Ed Cost/ADM: Total Special Education cost divided by Average Daily Membership.

Transportation: The cost of transportation (required by the student's IEP) for extraordinary K-12 students as reported on Worksheet B of the final Special Education Expenditure Reports for FY-95.

Tuition: Special education tuition for extraordinary K-12 students for residential or special education programs as reported on Worksheet B of final Special Education Expenditure Reports of FY-95.

Appendix 'A'
FY 95 PER-PUPIL COST BY LEA

T001	Addison	3,561
T002	Albany	4,568
T003	Alburg	6,566
T004	Andover	-
T005	Arlington	5,123
T006	Athens	4,091
T007	Bakersfield	5,060
T008	Baltimore	-
T009	Barnard	6,665
T010	Barnet	5,336
T011	Barre City	5,417
T012	Barre Town (ADM imputed)	5,451
T013	Barton ID	4,688
T014	Belvidere	5,614
T015	Bennington ID	4,405
T017	Benson	5,332
T018	Berkshire	4,241
T019	Berlin	4,840
T020	Bethel	5,016
T021	Bloomfield	-
T022	Bolton	2,768
T023	Bradford ID	5,351
T024	Braintree	4,756
T026	Brandon	4,139
T027	Brattleboro	6,350
T028	Bridgewater	7,220
T029	Bridport	5,669
T030	Brighton	4,661
T031	Bristol	4,575
T032	Brookfield	5,779
T033	Brookline	4,068
T034	Brownington	5,394
T035	Brunswick	-
T036	Burke	4,877
T037	Burlington	6,220
T037v	Burlington Area Voc. Center	
T038	Cabot	6,122
T039	Calais	5,375
T040	Cambridge	5,010
T041	Canaan	4,501
T042	Castleton	-
T043	Cavendish	5,453
T044	Charleston	5,077
T045	Charlotte	5,754
T046	Chelsea	5,187
T047	Chester	-
T048	Chittenden	-
T049	Clarendon	3,866
T050	Colchester	5,608
T051	Concord	5,595
T052	Corinth (part of unified dist)	-
T053	Cornwall	6,550
T054	Coventry	4,363
T055	Craftsbury	5,687
T056	Danby	-
T057	Danville	4,736
T058	Derby	4,352
T059	Dorset	6,769
T060	Dover	7,159
T061	Dummerston	6,565
T063	Duxbury	6,356
T064	East Haven	6,087
T065	East Montpelier	5,550
T066	Eden	3,687
T067	Elmore	6,738
T068	Enosburg Falls ID	4,673
T068v	Cold Hollow Career Center	5,652
T069	Essex Junction ID	7,053
T069v	Essex Jct. Area Voc. Center	4,492
T070	Essex Town	6,754
T071	Fairfax	4,619
T072	Fairfield	5,088
T073	Fair Haven	5,268
T074	Fairlee	4,989
T075	Fayston	6,056
T076	Ferrisburg	5,331
T077	Fletcher	5,798
T078	Franklin	4,035
T079	Georgia	4,619
T080	Glover	4,428
T081	Goshen	-
T082	Grafton	6,574
T083	Granby	4,780
T084	Grand Isle	5,354
T085	Granville	7,724
T086	Greensboro	-
T087	Groton	-
T088	Guildhall	3,836
T089	Guilford	4,847
T090	Halifax	5,013
T091	Hancock	5,130
T092	Hardwick	4,980
T093	Hartford	5,092
T093v	Hartford Area Voc. Center	4,813

Appendix 'A'
FY 95 PER-PUPIL COST BY LEA

T094	Hartland	4,234
T095	Highgate	4,005
T096	Hinesburg	4,078
T097	Holland	4,895
T098	Hubbardton	-
T099	Huntington	3,742
T100	Hyde Park	5,165
T101	Ira	-
T102	Irasburg	3,555
T103	Isle La Motte	7,217
T104	Jamaica	4,497
T105	Jay	-
T106	Jericho	4,012
T107	Johnson	5,136
T108	Kirby	-
T109	Landgrove	-
T110	Leicester	3,713
T111	Lemington	-
T112	Lincoln	4,534
T113	Londonderry	-
T114	Lowell	3,519
T115	Ludlow	6,743
T116	Lunenburg	4,173
T117	Lyndon	4,338
T118	Maidstone	-
T119	Manchester	5,794
T120	Marlboro (1993-94 Data)	4,478
T121	Marshfield (part of unified dist)	-
T122	Mendon	-
T123	Middlebury ID	5,447
T124	Middlesex	5,026
T125	Middletown Springs	4,269
T126	Milton ID	5,046
T127	Monkton	4,599
T128	Montgomery	5,923
T129	Montpelier	6,454
T130	Moretown	5,881
T131	Morgan	4,171
T132	Morristown	4,806
T133	Mt. Holly	5,554
T134	Mt. Tabor	-
T135	Newark	4,420
T136	Newbury	5,459
T137	Newfane	5,665
T138	New Haven	5,612
T139	Newport City	4,609
T140	Newport Town	4,907
T141	North Bennington ID	4,976
T142	Northfield	4,957
T143	North Hero	6,085
T144	Norton	6,312
T145	Norwich	4,834
T146	Orange	4,635
T147	Orleans ID	4,304
T148	Orwell	5,297
T149	Panton	-
T150	Pawlet	5,720
T151	Peacham	5,208
T152	Peru	-
T153	Pittsfield	-
T154	Pittsford	4,211
T155	Plainfield (part of unified dist)	-
T156	Plymouth	7,126
T157	Pomfret	5,868
T158	Poultney	5,158
T159	Pownal	4,171
T160	Proctor	5,976
T161	Putney	5,906
T162	Randolph	5,589
T163	Reading	6,590
T164	Readsboro	4,131
T165	Richford	4,966
T166	Richmond	3,298
T167	Ripton	5,517
T168	Rochester	5,290
T169	Rockingham	5,071
T170	Roxbury	5,799
T171	Royalton	4,914
T172	Rupert	6,027
T173	Rutland City	5,590
T173v	Stafford Technical Center	5,184
T174	Rutland Town	5,604
T175	Ryegate	-
T176	St. Albans City	5,049
T177	St. Albans Town	4,757
T178	St. George	-
T179	St. Johnsbury	4,606
T180	Salisbury	5,616
T181	Sandgate	-
T182	Searsburg	-
T183	Shaftsbury	4,065
T184	Sharon	3,777
T185	Sheffield (part of unified dist)	-
T186	Shelburne	6,050

Appendix 'A'
FY 95 PER-PUPIL COST BY LEA

T187	Sheldon	4,312
T188	Sherburne	6,210
T189	Shoreham	6,259
T190	Shrewsbury	4,370
T191	South Burlington	7,019
T192	South Hero	5,765
T193	Springfield	6,270
T193v	Technical Center at Springfield	5,385
T194	Stamford	4,138
T195	Stannard	-
T196	Starksboro	4,212
T197	Stockbridge	6,263
T198	Stowe	8,166
T199	Strafford	4,885
T200	Stratton	-
T201	Sudbury	4,299
T202	Sunderland	6,144
T203	Sutton	4,505
T204	Swanton	4,819
T205	Thetford	4,813
T206	Tinmouth	6,128
T207	Topsham (part of unified dist)	-
T208	Townshend	4,592
T209	Troy	5,383
T210	Tunbridge	4,612
T211	Underhill ID	3,360
T212	Underhill Town	4,110
T213	Vergennes ID	-
T214	Vernon	6,673
T215	Vershire	4,347
T216	Victory	-
T217	Waitsfield	5,004
T218	Walden	3,726
T219	Wallingford	5,252
T220	Waltham	-
T221	Wardsboro	4,825
T222	Warren	5,901
T223	Washington	5,335
T224	Waterbury	4,534
T225	Waterford	5,315
T226	Waterville	4,539
T227	Weathersfield	5,841
T228	Wells	5,012
T229	Wells River	-
T230	West Fairlee	4,908
T231	Westfield	-
T232	Westford	4,181
T233	West Haven	5,245
T234	Westminster	5,017
T235	Westmore	-
T236	Weston	-
T237	West Rutland	4,545
T238	West Windsor	7,207
T239	Weybridge	6,088
T240	Wheelock '(part of unified dist)	-
T241	Whiting	4,285
T242	Whitingham	7,439
T243	Williamstown	5,150
T244	Williston	5,388
T245	Wilmington	6,009
T246	Windham	4,734
T247	Windsor	5,560
T248	Winhall	8,693
T249	Winooski ID	5,748
T250	Wolcott	5,136
T251	Woodbury	6,193
T252	Woodford	4,586
T253	Woodstock	6,873
T254	Worcester	5,482

Tuesday, December 17, 1996

Table - 3

SUMMARY OF SPED / EXTRAORDINARY DATA FOR FY95 - Expenditures

Supervisory Union	Extraord / Total Special Ed	Extraord / Total - Spec Ed Deviation from Median	Special Ed Cost for K-12	Special Ed Cost for K-12 Deviation from Median	Extra Cost / ADM	Extra. Cost / ADM Deviation from Median	Extraord Cost / student	Extraord. Cost / Student Deviation from Median	Total Special Ed Cost /ADM	Total Special Ed Cost /ADM Deviation from Median	Para Salary / ADM	Para Salary / ADM Deviation from Median	Prof. Salary / ADM	Prof. Salary / ADM Deviation from Median	Sped Cost - ext Cost / ADM-ext Student	Sped Cost - ext Cost / ADM-ext Student Deviation from Median
Addison Central	22.38 %	-0.05	$2,176,982	1.02	$217	0.12	$16,798	-1.24	$969	0.79		-2.80		-2.77	$762	1.08
Addison Northeast	27.32 %	0.43	$1,588,425	0.24	$226	0.21	$21,695	-0.24	$828	0.01	$207	-0.08	$384	0.49	$608	-0.14
Addison Northwest	20.78 %	-0.21	$977,513	-0.57	$161	-0.37	$16,930	-1.21	$772	-0.30	$258	0.59	$337	0.09	$618	-0.06
Addison Rutland	14.63 %	-0.81	$1,414,993	0.01	$112	-0.80	$17,246	-1.15	$768	-0.32	$206	-0.09	$322	-0.04	$660	0.28
Arlington	12.98 %	-0.97	$272,761	-1.51	$77	-1.11	$35,413	2.54	$592	-1.30	$104	-1.43	$287	-0.34	$516	-0.86
Barre City	15.86 %	-0.69	$1,423,741	0.02	$127	-0.67	$20,522	-0.48	$800	-0.14	$212	-0.01	$369	0.35	$678	0.42
Barre Town	30.57 %	0.75	$790,421	-0.82	$213	0.09	$20,135	-0.56	$697	-0.71	$224	0.14	$364	0.32	$489	-1.07
Bennington Rutland	14.46 %	-0.83	$1,650,887	0.32	$128	-0.65	$19,890	-0.61	$889	0.35	$125	-1.16	$282	-0.38	$765	1.11
Blue Mountain Union	4.26 %	-1.83	$387,919	-1.36	$32	-1.51	$16,514	-1.29	$746	-0.44	$261	0.63	$241	-0.73	$716	0.72
Burlington	33.77 %	1.07	$2,686,921	1.70	$247	0.39	$25,204	0.47	$731	-0.53	$180	-0.44	$519	1.83	$489	-1.08
Caledonia Central	17.11 %	-0.57	$620,105	-1.05	$106	-0.85	$26,527	0.74	$619	-1.15	$167	-0.81	$231	-0.82	$515	-0.87
Caledonia North	14.45 %	-0.83	$1,367,707	-0.08	$104	-0.87	$19,761	-0.64	$722	-0.57	$260	0.61	$219	-0.92	$621	-0.03
Chittenden Central	37.16 %	1.40	$2,096,318	0.91	$407	1.81	$27,822	1.00	$1,096	1.50		-2.80		-2.77	$699	0.59
Chittenden East	21.48 %	-0.14	$1,735,025	0.43	$128	-0.66	$23,297	0.08	$595	-1.28	$216	0.04	$271	-0.48	$470	-1.23
Chittenden South	16.96 %	-0.58	$2,354,635	1.26	$105	-0.86	$30,716	1.59	$622	-1.13	$252	0.51	$287	-0.34	$518	-0.85
Colchester	30.37 %	0.73	$1,576,679	0.22	$197	-0.05	$18,416	-0.91	$650	-0.98	$205	-0.10	$303	-0.20	$457	-1.33
Essex Caledonia	0.00 %	-2.25	$324,781	-1.44	$0	-1.79		-4.65	$389	-2.42	$130	-1.09	$173	-1.31	$389	-1.87
Essex North	14.24 %	-0.85	$233,159	-1.56	$94	-0.96	$16,598	-1.28	$662	-0.91	$318	1.38	$179	-1.26	$571	-0.43
Essex Town	32.23 %	0.92	$1,839,628	0.57	$294	0.81	$22,803	-0.02	$914	0.49	$123	-1.18	$475	1.25	$627	0.02
Franklin Central	26.88 %	0.39	$2,127,876	0.96	$210	0.08	$20,424	-0.50	$780	-0.25	$147	-0.88	$260	-0.57	$576	-0.39
Franklin Northeast	10.94 %	-1.17	$1,586,973	0.24	$100	-0.91	$34,724	2.40	$911	0.47	$179	-0.45	$535	1.76	$814	1.50
Franklin Northwest	29.78 %	0.68	$1,991,225	0.77	$216	0.12	$23,723	0.17	$727	-0.55	$240	0.35	$275	-0.45	$515	-0.87
Franklin West	13.54 %	-0.92	$812,275	-0.79	$71	-1.17	$22,003	-0.18	$521	-1.69	$118	-1.25	$209	-1.00	$452	-1.37
Grand Isle	32.38 %	0.93	$904,804	-0.67	$251	0.43	$20,929	-0.40	$775	-0.26	$145	-0.90	$241	-0.73	$530	-0.75
Hartford	23.41 %	0.05	$1,472,372	0.08	$193	-0.09	$24,625	0.35	$824	-0.01	$261	0.63	$464	1.16	$636	0.09
Lamoille North	22.05 %	-0.08	$1,910,247	0.67	$198	-0.05	$21,060	-0.37	$896	0.39	$237	0.32	$441	0.97	$705	0.63
Lamoille South	23.61 %	0.07	$1,470,500	0.08	$220	0.15	$24,799	0.39	$930	0.58	$306	1.22	$457	1.11	$717	0.73
Milton	30.16 %	0.71	$1,623,141	0.28	$264	0.54	$18,133	-0.97	$876	0.28	$346	1.74	$336	0.07	$621	-0.03
Montpelier	16.62 %	-0.62	$1,403,134	-0.01	$181	-0.20	$25,918	0.62	$1,086	1.44	$273	0.78	$459	1.12	$912	2.27
Norwich	9.42 %	-1.32	$555,085	-1.13	$68	-1.19	$26,132	0.66	$719	-0.59	$170	-0.57	$330	0.03	$653	0.22

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Tuesday, December 17, 1996

Table - 3

SUMMARY OF SPED / EXTRAORDINARY DATA FOR FY95 - Expenditures

Supervisory Union	Extraord / Total Special Ed	Extraord / Total Spec Ed Deviation from Median	Special Ed Cost for K-12	Special Ed Cost for K-12 Deviation from Median	Extra Cost / ADM	Extra. Cost / ADM Deviation from Median	Extraord. Cost / student	Extraord. Cost / Student Deviation from Median	Total Special Ed Cost /ADM	Total Special Ed Cost /ADM Deviation from Median	Para Salary / ADM	Para Salary / ADM Deviation from Median	Prof. Salary / ADM	Prof. Salary / ADM Deviation from Median	Sped Cost - ext Cost / ADM-ext Student	Sped Cost -ext Cost / ADM-ext Student Deviation from Median
Orange East	14.83 %	-0.79	$1,247,408	-0.21	$81	-1.07	$23,119	0.05	$548	-1.54		-2.80		-2.77	$468	-1.24
Orange North	20.50 %	-0.24	$639,670	-1.02	$140	-0.56	$32,776	2.01	$684	-0.79	$169	-0.58	$215	-0.95	$546	-0.63
Orange Southwest	20.01 %	-0.28	$1,435,517	0.04	$212	0.08	$19,146	-0.76	$1,061	1.30	$224	0.14	$389	0.53	$858	1.84
Orange Windsor	26.52 %	0.36	$1,103,540	-0.41	$199	-0.04	$22,513	-0.08	$749	-0.42	$159	-0.71	$186	-1.20	$555	-0.55
Orleans Central	20.19 %	-0.27	$547,490	-1.14	$90	-0.99	$27,638	0.97	$447	-2.10	$144	-0.91	$209	-1.00	$358	-2.11
Orleans Essex North	21.64 %	-0.12	$2,757,452	1.79	$171	-0.28	$33,149	2.08	$791	-0.19		-2.80		-2.77	$623	-0.02
Orleans Southwest	26.74 %	0.38	$1,361,186	-0.06	$251	0.42	$25,998	0.63	$937	0.62	$212	-0.02	$258	-0.59	$693	0.54
Rutland Central	34.18 %	1.11	$674,147	-0.98	$164	-0.34	$25,605	0.55	$480	-1.91	$97	-1.52	$178	-1.27	$318	-2.43
Rutland City	45.46 %	2.21	$2,696,496	1.71	$515	2.76	$22,286	-0.12	$1,134	1.71	$404	2.51	$689	3.07	$633	0.06
Rutland Northeast	46.78 %	2.34	$2,174,781	1.02	$470	2.36	$23,119	0.05	$1,006	1.00	$378	2.17	$439	0.95	$546	-0.62
Rutland South	34.87 %	1.17	$832,365	-0.77	$232	0.26	$29,021	1.25	$666	-0.89	$191	-0.30	$299	-0.24	$437	-1.49
Rutland Southwest	41.76 %	1.85	$1,027,681	-0.51	$398	1.73	$22,585	-0.06	$954	0.71	$343	1.71	$224	-0.88	$566	-0.47
Rutland Windsor	31.72 %	0.80	$578,255	-1.10	$274	0.63	$18,340	-0.92	$865	0.22	$214	0.01	$276	-0.43	$600	-0.29
South Burlington	30.27 %	0.72	$2,387,838	1.30	$333	1.15	$24,924	0.41	$1,101	1.53	$287	0.97	$324	-0.03	$778	1.21
Southwest Vermont	9.73 %	-1.29	$3,859,387	3.26	$91	-0.99	$28,886	1.22	$934	0.60	$252	0.52	$498	1.45	$845	1.75
Springfield	27.70 %	0.47	$1,592,717	0.24	$251	0.42	$19,179	-0.75	$906	0.44	$317	1.37	$601	2.32	$664	0.31
St. Johnsbury	11.25 %	-1.14	$754,325	-0.87	$61	-1.25	$21,219	-0.34	$539	-1.59	$116	-1.28	$185	-1.21	$480	-1.15
Washington Central	33.95 %	1.08	$1,955,148	0.73	$365	1.43	$22,887	0.00	$1,074	1.38	$350	1.79	$416	0.75	$721	0.79
Washington Northeas	29.72 %	0.67	$662,386	-0.99	$264	0.54	$28,126	1.06	$887	0.34	$259	0.61	$368	0.35	$629	0.03
Washington South	20.59 %	-0.23	$1,009,743	-0.53	$213	0.09	$25,992	0.63	$1,035	1.16	$282	0.91	$480	1.30	$828	1.61
Washington West	24.56 %	0.16	$1,685,229	0.37	$214	0.10	$20,697	-0.44	$872	0.26	$208	-0.07	$359	0.27	$665	0.32
Windham Central	18.69 %	-0.41	$1,162,383	-0.33	$165	-0.33	$19,753	-0.64	$882	0.31	$165	-0.63	$421	0.80	$723	0.78
Windham Northeast	21.30 %	-0.16	$1,772,592	0.48	$207	0.04	$37,762	3.02	$970	0.80	$134	-1.04	$365	0.32	$768	1.13
Windham Southeast	39.44 %	1.62	$3,367,883	2.60	$414	1.86	$23,722	0.17	$1,050	1.24	$243	0.39	$490	1.38	$647	0.17
Windham Southwest	34.90 %	1.18	$903,983	-0.67	$304	0.89	$26,293	0.69	$870	0.25	$195	-0.23	$372	0.38	$573	-0.41
Windsor Central	33.36 %	1.03	$1,428,355	0.03	$346	1.27	$23,823	0.19	$1,037	1.17	$311	1.28	$556	1.94	$702	0.61
Windsor Northwest	41.38 %	1.81	$945,514	-0.62	$449	2.17	$21,736	-0.23	$1,085	1.44	$389	2.31	$264	-0.53	$649	0.19
Windsor Southeast	17.68 %	-0.51	$1,303,139	-0.14	$127	-0.67	$17,720	-1.05	$716	-0.61	$198	-0.21	$283	-0.37	$594	-0.25
Windsor Southwest	28.25 %	0.53	$1,320,048	-0.12	$275	0.64	$18,648	-0.86	$972	0.81	$184	-0.39	$394	0.57	$708	0.68
Winooski	8.48 %	-1.41	$668,783	-0.98	$69	-1.18	$28,360	1.11	$815	-0.06	$288	0.98	$307	-0.17	$748	0.97

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Table - 4

SUMMARY OF SPED / EXTRAORDINARY DATA FOR FY95 - Student Information

Supervisory Union	Prof. Staff / 1000 ADM	Prof. Staff / 1000 ADM Deviation from Median	Para. Staff / 1000 ADM	Para. Staff / 1000 ADM Deviation from Median	Resid ential / 1000 ADM	Residen- tial / 1000 ADM Deviation from Median	Child Count / ADM AS A %	Child Count / ADM % Deviation from Median	Individual Aides / 100 ADM	Individual Aides / 100 ADM Deviation from Median	Extra Stude / 100 ADM	Extra Stude. / 100 ADM Deviation from Median	Extra Stude. > $40000 / 1000 ADM	Extra Stude. > $40000/ 1000 ADM Deviation from Median	Extra Stude. 20000 to $40000 / 1000 ADM	Extra Stude. 20-40000/ 1000 ADM Deviation from Median
Addison Central		-3 09		-3 73	0 45	-0 51	10 99 %	0 45			1 29	0 79	0 00	-0 88	0 89	-0 59
Addison Northeast	9 33	0 40	19 28	-0 23	0 00	-1 08	10 79 %	0 36	0 88	-0 38	1 04	0 31	0 00	-0 88	6 25	1 22
Addison Northwest	9 23	0 37	20 94	0 07	0 79	-0 07	11 06 %	0 48	1 49	0 78	0 95	0 12	0 00	-0 88	0 79	-0 82
Addison Rutland	9 68	0 54	23 33	0 51	0 00	-1 08	10 04 %	0 02	2 31	2 47	0 65	-0 45	0 00	-0 88	2 17	-0 16
Arlington	7 59	-0 26	14 27	-1 14	0 00	-1 08	8 03 %	-0 80	1 21	0 27	0 22	-1 29	0 00	-0 88	2 17	-0 16
Barre City	9 56	0 49	21 22	0 13	0 56	-0 36	8 09 %	-0 87	0 82	-0 50	0 62	-0 52	0 00	-0 88	3 37	0 29
Barre Town	7 95	-0 11	17 15	-0 81	0 00	-1 08	4 32 %	-2 88	0 79	-0 56	1 06	0 34	0 00	-0 88	3 53	0 30
Bennington Rutland	8 85	-0 52	12 03	-1 84	1 08	0 29	9 96 %	-0 02	0 67	-0 79	0 65	-0 46	0 00	-0 88	2 69	0 02
Blue Mountain Union	8 15	-0 78	24 61	0 74	0 00	-1 08	12 11 %	0 98	0 69	-0 76	0 19	-1 34	0 00	-0 88	0 00	-0 89
Burlington	10 12	0 70	19 82	-0 13	0 54	-0 38	11 20 %	0 85	1 01	-0 11	0 98	0 18	0 82	0 40	7 07	1 49
Caledonia Central	7 18	-0 40	20 45	-0 01	1 00	0 19	8 78 %	-0 56	0 25	-1 61	0 40	-0 94	1 00	0 68	1 00	-0 55
Caledonia North	6 31	-0 72	27 04	1 18	1 00	0 27	9 19 %	-0 37	1 12	0 48	0 53	-0 69	0 53	-0 05	0 53	-0 71
Chittenden Central		-3 09		-3 73	0 52	-0 42	8 07 %	-1 79			1 46	1 13	1 57	1 58	9 93	2 46
Chittenden East	6 70	-0 58	16 34	-0 76	0 34	-0 65	7 79 %	-1 01	1 10	0 05	0 55	-0 65	0 69	0 20	1 37	-0 43
Chittenden South	5 68	-0 96	23 49	0 84	0 26	-0 78	8 73 %	-1 49	1 34	0 53	0 34	-1 05	0 53	-0 05	1 06	-0 53
Colchester	6 04	-0 83	20 80	0 05	0 00	-1 08	9 23 %	-0 35	1 52	0 88	1 07	0 38	0 00	-0 88	3 30	0 22
Essex Caledonia	6 12	-0 80	22 78	0 41	0 00	-1 08	10 07 %	0 03	1 20	0 25	0 00	-1 72	0 00	-0 88	0 00	-0 89
Essex North	4 69	-1 33	24 14	0 66	0 00	-1 08	5 40 %	-2 10	1 21	0 26	0 57	-0 61	0 00	-0 88	0 00	-0 89
Essex Town	8 29	0 02	10 69	-1 79	0 99	0 19	7 05 %	-1 34	0 80	-0 53	1 29	0 79	1 49	1 46	4 47	0 62
Franklin Central	6 19	-0 77	12 55	-1 48	0 73	-0 15	10 22 %	0 10	0 25	-1 61	1 03	0 28	0 37	-0 31	2 20	-0 18
Franklin Northeast	14 45	2 32	23 05	0 46	0 57	-0 35	12 40 %	1 09	0 95	-0 25	0 29	-1 16	0 57	0 02	1 15	-0 50
Franklin Northwest	7 37	-0 33	20 61	0 01	1 46	0 78	8 17 %	-0 83	1 42	0 88	0 91	0 05	1 09	0 84	4 01	0 46
Franklin West	5 90	-0 88	13 81	-1 22	0 64	-0 26	10 20 %	0 09	0 58	-0 96	0 32	-1 09	0 64	0 13	0 00	-0 89
Grand Isle	5 65	-0 97	10 84	-1 76	0 00	-1 08	12 34 %	1 06	0 66	-0 80	1 20	0 61	0 00	-0 88	5 14	0 84
Hartford	12 26	1 50	24 20	0 67	1 68	1 08	11 02 %	0 46	1 26	0 37	0 78	-0 20	1 12	0 87	1 68	-0 32
Lamoille North	12 08	1 44	17 73	-0 51	0 94	0 12	10 22 %	0 10	0 90	-0 33	0 94	0 10	0 94	0 59	1 88	-0 26
Lamoille South	10 56	0 87	22 79	0 41	0 63	-0 27	8 67 %	-0 61	1 07	-0 01	0 89	0 00	1 27	1 10	3 16	0 18
Milton	9 20	-0 02	26 99	1 17	0 00	-1 08	9 77 %	-0 10	1 48	0 81	1 46	1 11	0 54	-0 03	2 16	-0 16
Montpelier	11 07	1 06	23 56	0 55	1 55	0 90	11 69 %	0 77	1 18	0 21	0 70	-0 36	0 77	0 33	5 42	0 93
Newark	7 20	-0 39	13 92	-1 20	1 30	0 67	6 35 %	-1 66	0 92	-0 30	0 26	-1 21	0 00	-0 88	2 59	-0 02
Orange East		-3 09		-3 73	0 88	0 04	11 46 %	0 68			0 35	-1 03	0 44	-0 19	1 32	-0 45

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Table - 4

SUMMARY OF SPED / EXTRAORDINARY DATA FOR FY95 - Student Information

Supervisory Union	Prof. Staff / 1000 ADM	Prof. Staff / 1000 ADM Deviation from Median	Para. Staff / 1000 ADM	Para. Staff / 1000 ADM Deviation from Median	Resid-ential / 1000 ADM	Residen-tial / 1000 ADM Deviation from Median	Child Count / ADM AS A %	Child Count / ADM % Deviation from Median	Individual Aides / 100 ADM	Individual Aides / 100 ADM Deviation from Median	Extra Stude. / 100 ADM	Extra. Stude. / 100 ADM Deviation from Median	Extra. Stude. > $40000 / 1000 ADM	Extra. Stude. > $40000/ 1000 ADM Deviation from Median	Extra. Stude. 20000 To $40000 / 1000 ADM	Extra. Stude. 20-40000/ 1000 ADM Deviation from Median
Orange North	7 27	-0.37	19 53	-0.18	2 14	1.65	9 09 %	-0.42	0 12	-1.86	0 43	-0.89	2 14	2.47	1 07	-0.53
Orange Southwest	9 57	0.49	25 49	0.90	1 48	0.81	11 01 %	0.46	0 85	-0.44	1 11	0.43	0 00	-0.88	2 22	-0.14
Orange Windsor	6 58	-0.62	15 85	-0.85	1 36	0.65	9 37 %	-0.29	0 83	-0.48	0 88	-0.00	0 68	0.18	3 39	0.25
Orleans Central	5 15	-1.16	12 53	-1.45	0 82	-0.04	8 74 %	-0.57	0 80	-0.54	0 33	-1.08	0 82	0.40	0 82	-0.61
Orleans Essex North		-3.09		-3.73	1 72	1.12	13 22 %	1.46			0 52	-0.71	1 43	1.37	3 15	0.17
Orleans Southwest	7 49	-0.29	14 53	-1.09	1 38	0.68	11 64 %	0.75	1 01	-0 12	0 96	0.16	1 38	1.28	3 44	0.27
Rutland Central	6 84	-0.53	11 61	-1.82	1 42	0.74	5 27 %	-2.15	0 85	-0.43	0 64	-0.47	1 42	1.35	0 00	-0.89
Rutland City	16 62	3.14	30 90	1.88	1 26	0.53	9 54 %	-0.21	2 42	2.63	2 31	2.77	0 84	0.44	12 19	3.22
Rutland Northeast	9 52	0.48	24 67	0.75	0 92	0.10	10 45 %	0.20	1 87	1.55	2 03	2.23	0 92	0.57	10 63	2.69
Rutland South	8 80	0.21	15 59	-0.90	0 80	-0.06	9 12 %	-0.40	0 90	-0.34	0 80	-0.16	0 80	0.37	4 80	0.73
Rutland Southwest	7 30	-0.36	28 59	1.46	2 79	2.48	12 81 %	1.26	2 14	2.09	1 76	1.71	0 93	0.57	6 50	1.30
Rutland Windsor	8 42	0.06	21 45	0.17	0 00	-1.06	10 92 %	0.42	1 85	1.51	1 50	1.19	1 50	1.46	1 50	-0.39
South Burlington	8 02	-0.09	23 42	0.53	2 31	1.87	7 61 %	-1.09	1 10	0.05	1 34	0.88	1 38	1.29	5 99	1.13
Southwest Vermont	10 81	0.96	24 30	0.68	0 24	-0.77	11 95 %	0.89	1 08	0.01	0 31	-1.11	0 24	-0.50	1 21	-0.48
Springfield	14 16	2.21	23 41	0.52	1 14	0.37	10 12 %	0.06	0 94	-0.25	1 31	0.82	0 00	-0.88	6 82	1.41
St Johnsbury	5 52	-1.02	12 43	-1.47	0 00	-1.06	7 86 %	-0.97	0 75	-0.64	0 29	-1.16	0 00	-0.88	1 43	-0.41
Washington Central	11 20	1.11	25 37	0.88	2 75	2.43	10 38 %	0.17	1 66	1.16	1 59	1.37	0 55	-0.02	9 34	2.25
Washington Northeas	8 57	0.12	19 41	-0.20	0 00	-1.06	9 91 %	-0.04	1 12	0.09	0 94	0.10	0 00	-0.88	9 37	2.27
Washington South	12 49	1.59	24 25	0.68	1 02	0.23	14 65 %	2.12	1 28	0.40	0 82	-0.12	1 02	0.73	5 12	0.84
Washington West	8 78	0.20	17 35	-0.58	1 55	0.90	9 78 %	-0.10	1 21	0.27	1 04	0.29	0 52	-0.07	3 11	0.16
Windham Central	10 24	0.75	20 12	-0.07	1 52	0.86	10 24 %	0.11	1 34	0.52	0 83	-0.10	0 00	-0.88	2 28	-0.12
Windham Northeast	10 04	0.67	14 00	-1.19	2 19	1.72	16 03 %	2.75	1 02	-0.11	0 55	-0.65	1 64	1.89	1 64	-0.34
Windham Southeast	12 14	1.48	16 04	-0.82	1 25	0.51	8 85 %	-0.52	0 78	-0.57	1 75	1.87	1 56	1.56	4 67	0.68
Windham Southwest	9 62	0.52	16 30	-0.77	2 89	2.61	8 57 %	-0.65	0 89	-0.37	1 15	0.53	1 92	2.14	6 74	1.38
Windsor Central	14 38	2.30	23 77	0.59	0 00	-1.06	10 10 %	0.04	1 81	1.45	1 45	1.10	0 00	-0.88	10 17	2.53
Windsor Northwest	7 23	-0.38	37 42	3.07	2 29	1.85	10 79 %	0.36	2 52	2.84	2 07	2.29	2 29	2.72	3 44	0.27
Windsor Southeast	7 24	-0.38	18 38	-0.39	0 55	-0.38	8 90 %	-0.50	1 57	0.98	0 71	-0.33	0 00	-0.88	0 55	-0.70
Windsor Southwest	13 39	1.92	20 41	-0.02	0 74	-0.14	9 72 %	-0.13	1 95	1.72	1 47	1.14	0 74	0.27	3 68	0.35
Winooski	7 92	-0.12	26 82	1.14	1 22	0.48	13 41 %	1.55	0 73	-0.67	0 24	-1.24	0 00	-0.88	2 44	-0.07

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STATISTICAL ANALYSIS VARIABLES

Table - 5

DataField	Count	Missing	Mean	Minimum	Maximum	Range	StdError	StdDeviation	Median
ADM	56.00	0.00	1,660.54	352.04	4,134.10	3,782.06	108.70	813.43	1,515.79
ADM	60.00	0.00	1,715.27	352.04	4,134.10	3,782.06	106.75	826.89	1,661.33
AGI	252.00	0.00	13,513.49	7,362.95	26,283.80	18,920.85	176.18	2,798.78	13,131.92
ATTRATE	201.00	5.00	95.33	89.46	97.63	8.17	0.07	1.01	95.44
AVCS9495	59.00	1.00	18.17	11.48	56.06	44.58	0.74	5.70	17.34
AVCS9596	206.00	0.00	23.44	7.00	375.00	368.00	2.66	38.17	17.67
Adm/Para	56.00	4.00	53.50	26.73	93.56	66.84	2.13	15.98	2,996.03
Ave. BenefitsPara.	56.00	0.00	2,182.71	405.53	5,033.55	4,628.03	169.01	1,264.79	1,849.82
Ave. BenefitsProf.	56.00	0.00	6,096.19	2,496.70	9,413.98	6,917.29	175.39	1,312.49	6,049.54
Ave. SalaryPara.	56.00	0.00	8,885.07	5,301.89	12,937.97	7,636.08	194.34	1,454.31	8,928.39
Ave. SalaryProf.	56.00	0.00	32,765.62	23,480.46	48,273.09	24,792.62	681.56	5,100.30	32,988.41
Average Salary	56.00	0.00	34,719.46	4,707.00	66,498.00	61,791.00	2,243.56	16,788.23	32,335.50
Benefits Indiv. Aides	56.00	0.00	45,570.04	593.00	281,450.00	280,857.00	6,664.64	49,873.61	28,427.50
Benefits Indiv. Aides/ADM	56.00	0.00	2,639.24	63.39	11,832.54	11,769.15	311.37	2,330.10	1,978.73
Benefits Para.	56.00	0.00	76,492.43	4,694.00	367,920.84	363,226.84	9,551.31	71,475.47	49,761.50
Benefits Prof.	56.00	0.00	97,806.76	4,405.00	420,899.25	416,494.25	10,584.81	79,209.47	87,427.18
BenefitsPara./FTE	56.00	0.00	2,187.40	405.53	5,033.55	4,628.03	170.12	1,273.07	1,849.82
BenefitsProf./FTE	56.00	0.00	6,097.36	2,496.70	9,413.98	6,917.29	175.41	1,312.85	6,049.54
Chct/Para	56.00	4.00	5.15	2.24	11.45	9.22	0.24	1.78	288.43
Child# to Sup Stff	56.00	4.00	3.53	1.72	7.48	5.76	0.14	1.07	197.50
ChildCount/ADM	60.00	0.00	9.82	4.32	16.03	11.71	0.28	2.20	589.46
Childcount	60.00	0.00	169.25	19.00	494.00	475.00	11.94	92.47	150.00
Cost for K-12	60.00	0.00	1,420,527.95	233,158.78	3,859,386.58	3,626,227.80	97,162.54	752,617.78	1,409,083.50
DROP9495	52.00	8.00	4.58	0.00	15.64	15.64	0.43	3.14	3.66
ENROLL95	206.00	0.00	1,035.25	10.00	44,844.00	44,834.00	263.12	3,776.52	207.00
Extra. Cost/ADM	60.00	0.00	204.85	0.00	515.30	515.30	14.63	113.34	12,290.70
Extra. Stu/ADM	60.00	0.00	0.90	0.00	2.31	2.31	0.07	0.52	84.11
Extra. Stu20-40000/ADM	60.00	0.00	3.48	0.00	12.19	12.19	0.38	2.97	209.01
Extra. Stu>40000/ADM	60.00	0.00	0.65	0.00	2.29	2.29	0.08	0.64	39.10
Extraord $/Total Spec Ed$	60.00	0.00	23.94	0.00	46.78	46.78	1.32	10.20	1,436.24
Extraordinary Cost	60.00	0.00	363,378.26	0.00	1,328,446.71	1,328,446.71	35,404.76	274,244.12	304,258.62
Extraordinary Cost/stude.	59.00	1.00	23,623.43	16,514.46	37,762.09	21,247.63	640.88	4,922.73	1,385,782.56
FTE Prof.	56.00	0.00	15.01	1.65	44.71	43.06	1.24	9.26	13.22
FTE195	203.00	3.00	13.10	0.50	56.00	55.50	0.69	9.84	9.60
FTE295	203.00	3.00	3.58	0.00	22.00	22.00	0.24	3.43	2.50
FTE496	206.00	0.00	2.47	0.00	16.00	16.00	0.15	2.21	2.00
HOME/HOSPITAL	60.00	0.00	1.87	0.00	10.00	10.00	0.28	2.19	1.00
Individual Aides	56.00	0.00	19.29	1.12	57.50	56.38	1.69	12.67	16.52
Individual Aides/ADM	56.00	0.00	1.15	0.12	2.52	2.40	0.07	0.51	1.07
Intensive Rate	206.00	0.00	0.21	0.02	0.57	0.55	0.01	0.17	0.21
LOWBWT93	201.00	5.00	5.76	3.30	7.70	4.40	0.07	0.93	5.80
LSSD9495	193.00	13.00	6.46	5.17	7.33	2.16	0.03	0.39	6.50
M AG	252.00	0.00	21,229.67	10,888.00	41,222.00	30,334.00	269.33	4,275.53	20,503.25
NEGLEC93	193.00	13.00	25.23	10.00	45.60	35.60	0.75	10.46	23.40

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STATISTICAL ANALYSIS VARIABLES

Table - 5

DataField	Count	Missing	Mean	Minimum	Maximum	Range	StdError	StdDeviation	Median
Num Of Stu. Extraordinary	60.00	0.00	15.87	0.00	56.00	56.00	1.54	**11.93**	**13.00**
Num Of Stu. Residential	60.00	0.00	1.58	0.00	6.00	6.00	0.18	**1.39**	**1.00**
OUT__OF__DIS	60.00	0.00	6.22	0.00	38.00	38.00	0.92	**7.11**	**4.00**
Out-Of-State/ADM	60.00	0.00	3.61	0.00	20.07	20.07	0.47	**3.61**	**3.03**
P2YEAR	33.00	173.00	15.18	4.00	30.00	26.00	1.18	**6.78**	**15.00**
P4YEAR	33.00	173.00	48.52	6.00	74.00	68.00	2.70	**15.51**	**49.00**
PABUSE93	58.00	2.00	27.10	14.10	38.70	24.60	0.84	**6.37**	**29.20**
PBUSSERV	205.00	1.00	0.48	0.00	4.40	4.40	0.04	**0.61**	**0.30**
PCENTSUP	205.00	1.00	0.03	0.00	2.10	2.10	0.01	**0.16**	**0.00**
PCTSAT95	28.00	178.00	52.86	13.00	79.00	66.00	2.97	**15.73**	**55.00**
PDEBT	205.00	1.00	2.84	0.00	13.40	13.40	0.21	**3.08**	**2.00**
PESNONIN	205.00	1.00	2.12	0.00	4.90	4.90	0.10	**1.42**	**2.20**
PFED	205.00	1.00	1.31	0.00	8.60	8.60	0.10	**1.39**	**1.10**
PFTJOB	33.00	173.00	20.29	0.00	44.00	44.00	1.63	**9.38**	**20.50**
PFTJOB	52.00	8.00	19.05	5.00	44.00	39.00	1.12	**8.09**	**19.00**
PGENADM	205.00	1.00	1.02	0.10	9.30	9.20	0.07	**1.06**	**0.70**
PHOME	33.00	173.00	0.42	0.00	6.00	6.00	0.22	**1.28**	**0.00**
PINSTR	205.00	1.00	37.98	10.30	66.30	56.00	0.78	**11.15**	**35.70**
PINSTSTF	205.00	1.00	1.73	0.00	7.00	7.00	0.09	**1.24**	**1.60**
PLOCAL	205.00	1.00	69.80	24.80	98.60	73.80	1.43	**20.54**	**69.20**
PMILIT	33.00	173.00	5.15	0.00	18.00	18.00	0.75	**4.31**	**5.00**
PNONESPR	205.00	1.00	0.06	0.00	2.20	2.20	0.02	**0.28**	**0.00**
POTHSUPP	205.00	1.00	0.03	0.00	1.30	1.30	0.01	**0.14**	**0.00**
PPLANT	205.00	1.00	5.22	1.00	12.30	11.30	0.13	**1.93**	**4.70**
PPOV9495	206.00	0.00	12.05	0.00	41.00	41.00	0.53	**7.61**	**11.00**
PPUPSUP	205.00	1.00	2.76	0.00	17.30	17.30	0.16	**2.27**	**2.20**
PROFDEVD	199.00	7.00	7.75	3.00	13.00	10.00	0.18	**2.49**	**7.00**
PRPR9495	206.00	0.00	131.24	2.00	251.00	249.00	4.87	**69.93**	**133.50**
PSCHLADM	205.00	1.00	4.23	0.00	11.30	11.30	0.14	**2.06**	**4.20**
PSPECED	206.00	0.00	9.72	0.00	26.10	26.10	0.28	**4.07**	**9.40**
PSTATE	205.00	1.00	28.90	1.40	73.00	71.60	1.40	**20.08**	**25.90**
PTECH95	33.00	173.00	22.33	0.00	66.00	66.00	2.46	**14.13**	**21.00**
PTFA	205.00	1.00	35.37	0.80	77.70	76.90	1.17	**16.73**	**39.70**
PTOFFDK	33.00	173.00	7.62	0.00	22.00	22.00	0.91	**5.20**	**6.00**
PTRANSP	205.00	1.00	3.20	0.00	13.60	13.60	0.15	**2.17**	**3.00**
PUB SEPATE DAY	60.00	0.00	1.32	0.00	16.00	16.00	0.32	**2.51**	**0.00**
PVOCTECH	33.00	173.00	2.83	0.00	11.00	11.00	0.55	**3.15**	**2.00**
Para Salary/ADM	56.00	4.00	224.73	97.44	404.38	306.94	10.17	**76.07**	**12,584.81**
Para Staff/ADM	56.00	0.00	20.12	10.69	37.42	26.73	0.73	**5.46**	**20.63**
Para. Prof	56.00	0.00	33.39	6.58	100.45	93.87	2.59	**19.39**	**29.22**
Para./ADM	56.00	4.00	0.02	0.01	0.04	0.03	0.00	**0.01**	**1.13**
Prof. Salary/ADM	56.00	4.00	344.50	173.07	689.26	516.19	15.76	**117.92**	**19,292.26**
Prof. Staff/ADM	56.00	0.00	8.80	4.69	16.62	11.93	0.35	**2.65**	**8.25**
Prof./Para.	56.00	4.00	0.46	0.19	0.78	0.58	0.02	**0.14**	**25.52**
REG CLASS	60.00	0.00	145.65	15.00	447.00	432.00	10.21	**79.06**	**136.00**
RESR ROOM	60.00	0.00	7.92	0.00	88.00	88.00	2.03	**15.70**	**1.00**

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Tuesday, November 26, 1996

STATISTICAL ANALYSIS VARIABLES

Table - 5

DataField	Count	Missing	Mean	Minimum	Maximum	Range	StdError	StdDeviation	Median
RISK93	193.00	13.00	8.81	6.40	10.90	4.50	0.11	1.56	9.10
Regular Class/ADM	60.00	0.00	85.52	7.84	144.48	136.63	2.91	22.53	87.02
Residential/ADM	60.00	0.00	0.93	0.00	2.89	2.89	0.10	0.78	55.70
Resource Room/ADM	60.00	0.00	3.82	0.00	46.01	46.01	0.94	7.27	0.75
SABUSE93	206.00	0.00	53.11	32.40	87.70	55.30	1.08	15.54	55.40
SAL9495	200.00	6.00	32,193.25	18,780.00	46,369.00	27,589.00	306.91	4,340.40	31,972.00
SEPATE CLASS	60.00	0.00	5.88	0.00	45.00	45.00	1.11	8.64	3.00
SMTH9495	30.00	176.00	468.90	405.00	540.00	135.00	5.84	32.00	465.50
SVRB9495	30.00	176.00	437.45	349.00	520.00	171.00	6.49	35.55	435.25
Salary Indiv. Aides	56.00	0.00	169,226.28	7,748.00	525,487.90	517,739.90	15,432.95	115,489.65	142,227.53
Salary Indiv. Aides/ADM	56.00	0.00	9,975.52	828.22	21,194.42	20,366.19	596.71	4,465.38	9,053.60
Salary Para.	56.00	0.00	298,422.02	43,352.00	860,286.62	816,934.62	24,018.61	179,736.83	283,371.96
Salary Prof.	56.00	0.00	505,159.85	58,436.00	1,639,033.36	1,580,597.36	46,616.34	348,844.76	441,827.50
Salary Total/ADM	56.00	4.00	568.41	275.10	1,093.64	818.54	21.82	163.31	31,831.04
SalaryPara./FTE	56.00	0.00	8,906.97	5,301.89	12,937.97	7,636.08	194.48	1,455.37	8,947.16
SalaryProf./FTE	56.00	0.00	32,861.88	23,480.46	48,273.09	24,792.62	688.58	5,152.83	32,830.23
Separte Class/ADM	60.00	0.00	3.05	0.00	15.51	15.51	0.46	3.55	2.22
Spe ed Formula Costs	206.00	0.00	359,456.95	541.30	2,599,245.26	2,598,703.96	30,532.66	438,226.06	208,716.41
Sped Cost-ext/adm-ext stu	60.00	0.00	620.35	318.14	911.68	593.54	16.30	126.24	37,221.08
State Funding	206.00	0.00	146,821.60	324.78	1,066,361.49	1,066,036.71	12,096.00	173,610.26	83,057.75
Support Staff/ADM/1000	56.00	4.00	29.04	16.49	47.52	31.03	0.92	6.87	1,626.11
TABUSE93	206.00	0.00	97.21	52.00	137.40	85.40	1.74	24.91	101.30
TEACHDAY	199.00	7.00	183.87	177.00	193.00	16.00	0.21	3.01	184.00
TOTALR	33.00	173.00	247.48	10.00	2,052.00	2,042.00	74.01	425.13	84.00
Total FTE	56.00	0.00	48.40	10.08	145.16	135.08	3.69	27.58	44.31
Total FTE/ADM	56.00	0.00	2.90	1.65	4.75	3.10	0.09	0.69	2.90
Total Salary	56.00	0.00	982,853.28	174,766.00	3,103,487.73	2,928,721.73	85,038.45	636,369.48	852,936.00
Total Special Ed Cost/ADM	60.00	0.00	819.50	389.43	1,133.64	744.22	21.28	180.36	825.65

FY-95 COST OF SPECIAL EDUCATION EXTRAORDINARY STUDENTS

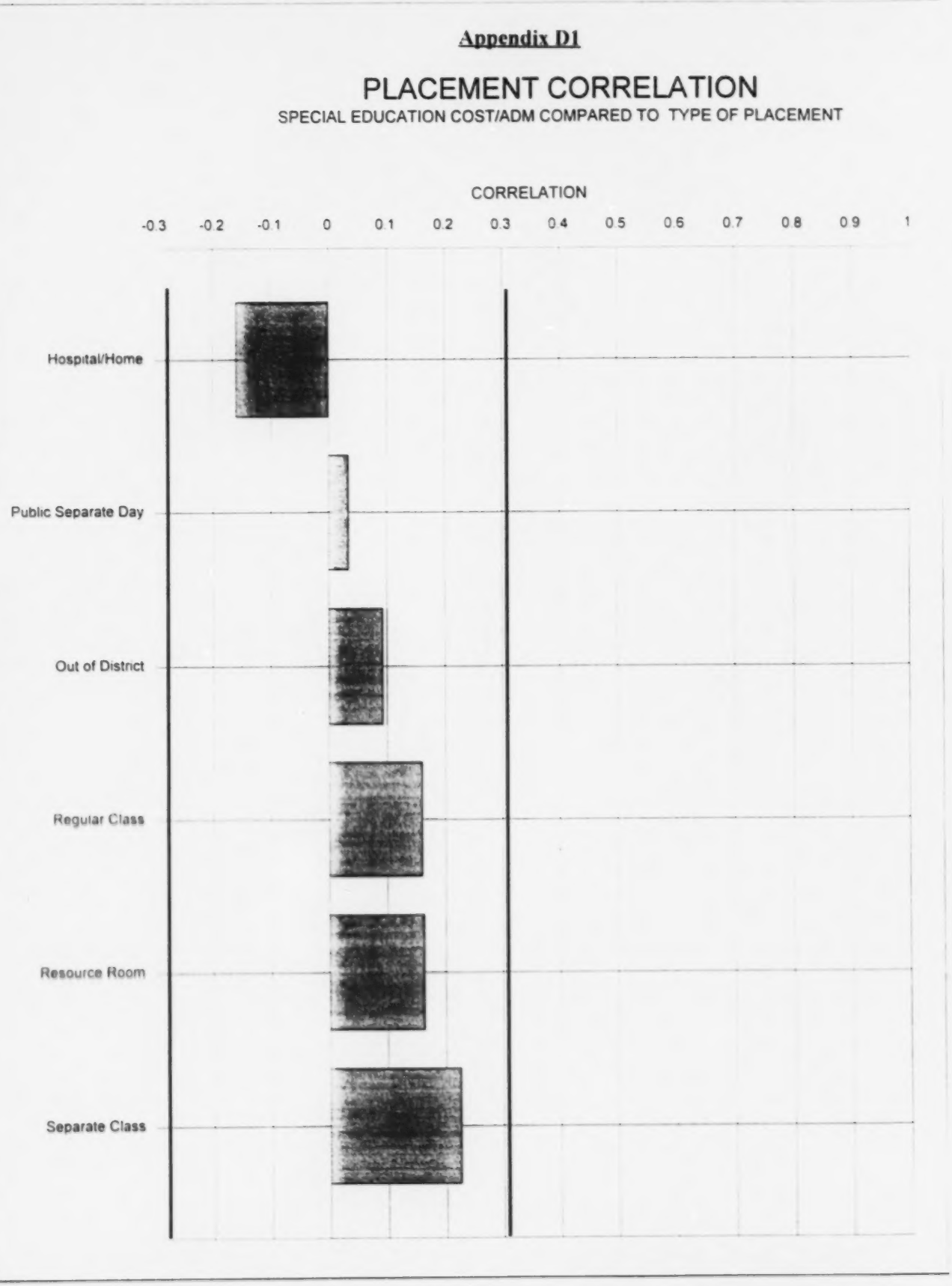
	Supervisory Union	Total FY-95 Cost of Extraordinary Students	Breakdown of Cost of Extraordinary Students by Cost Category									
			Special Ed Tuition	% Tuition of Total	Equipment	% Equip of Total	Other Instructional	% Oth Inst of Total	Related Services	% Rel Serv of Total	Transportation	% Transp of Total
03	Addison Central	487,154.81	187,828.57	38.6%	0.00	0.0%	246,397.37	50.6%	18,680.15	3.8%	34,248.72	7.0%
01	Addison Northeast	433,895.78	233,870.71	53.9%	2,484.00	0.6%	157,301.64	36.3%	16,360.47	3.8%	23,878.96	5.5%
02	Addison Northwest	203,162.00	81,544.00	40.1%	475.00	0.2%	106,461.00	52.4%	7,267.00	3.6%	7,415.00	3.6%
04	Addison Rutland	206,990.00	22,955.00	11.1%	2,955.00	1.4%	153,505.00	74.2%	7,474.00	3.6%	20,101.00	9.7%
60	Arlington	35,413.00	27,326.00	77.2%	0.00	0.0%	420.00	1.2%	7,167.00	20.2%	500.00	1.4%
44	Barre City	225,741.38	57,292.37	25.4%	3,413.00	1.5%	137,085.15	60.7%	10,720.92	4.7%	17,229.94	7.6%
58	Barre Town	241,616.04	14,085.35	5.8%	139.00	0.1%	204,018.05	84.4%	17,125.92	7.1%	6,247.72	2.6%
06	Bennington Rutland	238,674.00	154,170.00	64.6%	0.00	0.0%	61,102.00	25.6%	8,179.00	3.4%	15,223.00	6.4%
57	Blue Mountain Union	16,514.46	10,600.00	64.2%	0.00	0.0%	2,879.94	17.4%	0.00	0.0%	3,034.52	18.4%
15	Burlington	907,344.59	690,934.44	76.1%	2,996.48	0.3%	170,179.91	18.8%	9,782.96	1.1%	33,450.80	3.7%
09	Caledonia Central	106,109.00	77,695.00	73.2%	0.00	0.0%	19,997.00	18.8%	3,327.00	3.1%	5,090.00	4.8%
08	Caledonia North	197,606.36	180,464.00	91.3%	0.00	0.0%	8,167.72	4.1%	2,570.00	1.3%	6,404.64	3.2%
13	Chittenden Central	779,019.00	46,000.00	5.9%	0.00	0.0%	640,794.00	82.3%	66,615.00	8.6%	25,610.00	3.3%
12	Chittenden East	372,753.05	74,265.93	19.9%	0.00	0.0%	257,756.65	69.1%	35,447.42	9.5%	5,283.05	1.4%
14	Chittenden South	399,313.00	200,666.00	50.3%	15,973.00	4.0%	145,072.00	36.3%	26,412.00	6.6%	11,190.00	2.8%
07	Colchester	478,821.89	72,355.16	15.1%	4,391.11	0.9%	313,920.91	65.6%	81,288.71	17.0%	6,866.00	1.4%
18	Essex Caledonia	0.00	0.00	0.0%	0.00	0.0%	0.00	0.0%	0.00	0.0%	0.00	0.0%
19	Essex North	33,196.29	0.00	0.0%	0.00	0.0%	29,554.02	89.0%	53.38	0.2%	3,588.89	10.8%
59	Essex Town	592,870.82	224,199.68	37.8%	1,689.00	0.3%	320,985.40	54.1%	15,891.36	2.7%	30,105.38	5.1%
23	Franklin Central	571,871.04	275,661.00	48.2%	386.00	0.1%	253,771.39	44.4%	36,512.22	6.4%	5,540.43	1.0%
20	Franklin Northeast	173,619.52	128,614.14	74.1%	735.03	0.4%	27,629.71	15.9%	1,403.52	0.8%	15,237.12	8.8%
21	Franklin Northwest	593,066.29	169,296.82	28.5%	7,383.10	1.2%	363,607.80	61.3%	18,679.50	3.1%	34,099.07	5.7%
22	Franklin West	110,014.00	95,525.00	86.8%	0.00	0.0%	14,489.00	13.2%	0.00	0.0%	0.00	0.0%
24	Grand Isle	293,002.24	131,710.80	45.0%	780.50	0.3%	74,932.04	25.6%	66,671.40	22.8%	18,907.50	6.5%
54	Hartford	344,755.58	202,158.93	58.6%	2,711.57	0.8%	122,801.02	35.6%	9,957.75	2.9%	7,126.31	2.1%
25	Lamoille North	421,198.44	146,505.00	34.8%	14,479.00	3.4%	150,071.97	35.6%	78,389.19	18.6%	31,753.28	7.5%
26	Lamoille South	347,189.00	116,552.00	33.6%	0.00	0.0%	208,046.00	59.9%	15,072.00	4.3%	7,519.00	2.2%
10	Milton	489,593.67	61,877.71	12.6%	13,225.54	2.7%	397,993.77	81.3%	15,352.53	3.1%	1,144.12	0.2%
45	Montpelier	233,266.00	105,527.00	45.2%	3,007.00	1.3%	77,871.00	33.4%	17,645.00	7.6%	29,216.00	12.5%
55	Norwich	52,264.28	28,080.00	53.7%	0.00	0.0%	15,457.96	29.6%	8,726.32	16.7%	0.00	0.0%
27	Orange East	184,952.00	45,500.00	24.6%	879.00	0.5%	105,460.00	57.0%	21,421.00	11.6%	11,692.00	6.3%
29	Orange North	131,103.00	110,704.00	84.4%	0.00	0.0%	480.00	0.4%	14,800.00	11.3%	5,119.00	3.9%

FY-95 COST OF SPECIAL EDUCATION EXTRAORDINARY STUDENTS

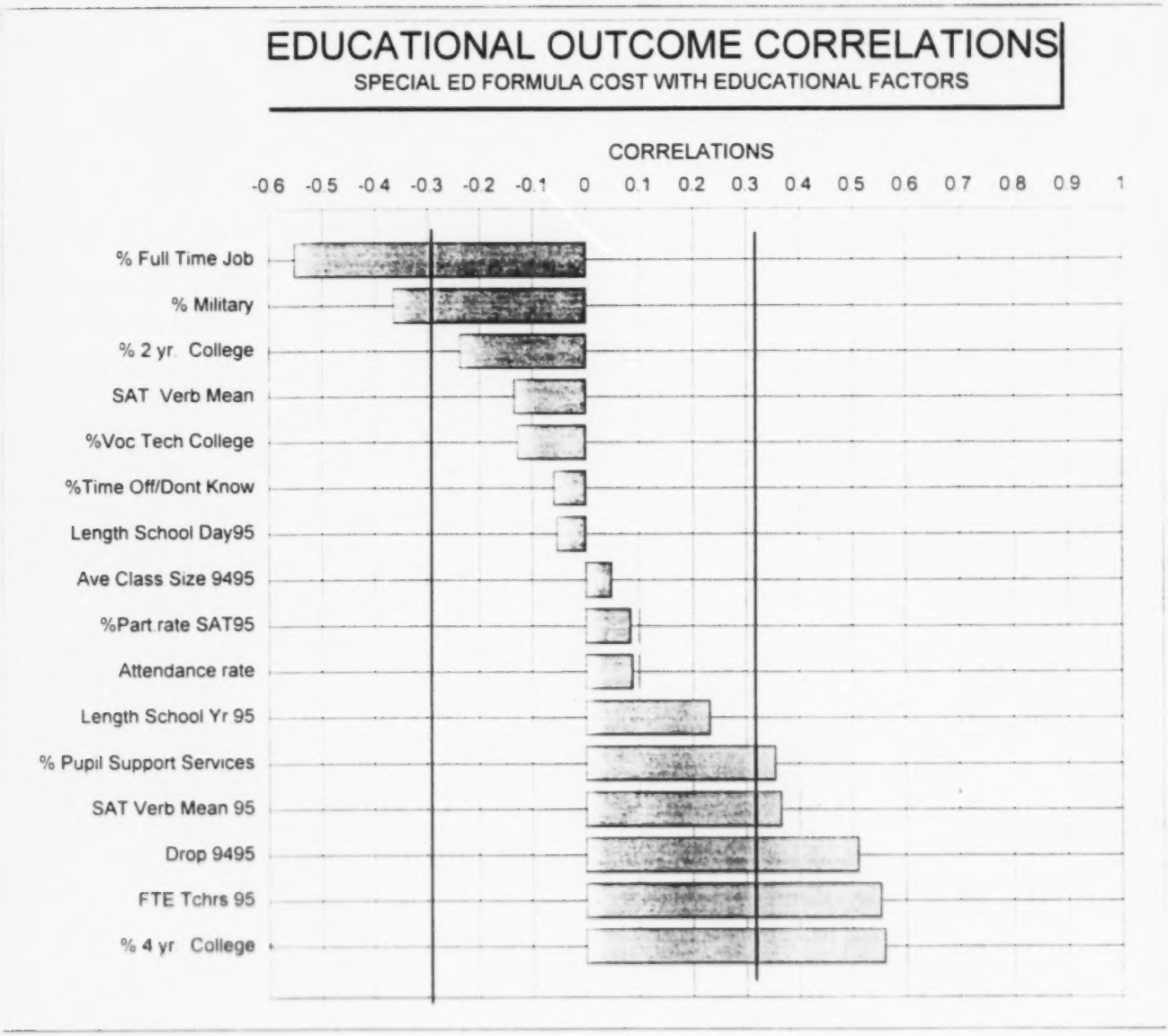
	Supervisory Union	Total FY-95 Cost of Extraordinary Students	Breakdown of Cost of Extraordinary Students by Cost Category									
			Special Ed Tuition	% Tuition of Total	Equipment	% Equip. of Total	Other Instructional	% Oth Inst of Total	Related Services	% Rel Serv of Total	Transportation	% Transp of Total
28	Orange Southwest	287,191.00	204,345.00	71.2%	0.00	0.0%	40,353.00	14.1%	8,884.00	3.1%	33,609.00	11.7%
30	Orange Windsor	292,663.00	177,561.00	60.7%	3,960.00	1.4%	65,986.00	22.5%	23,167.00	7.9%	21,989.00	7.5%
34	Orleans Central	110,551.00	42,000.00	38.0%	0.00	0.0%	43,202.00	39.1%	574.00	0.5%	24,775.00	22.4%
31	Orleans Essex North	596,685.84	276,277.60	46.3%	184.23	0.0%	202,722.40	34.0%	36,983.02	6.2%	80,518.59	13.5%
35	Orleans Southwest	363,976.00	204,173.00	56.1%	0.00	0.0%	79,137.00	21.7%	31,463.00	8.6%	49,203.00	13.5%
37	Rutland Central	230,445.06	123,978.73	53.8%	985.01	0.4%	92,500.42	40.1%	5,586.28	2.4%	7,394.62	3.2%
40	Rutland City	1,225,703.38	155,691.38	12.7%	0.00	0.0%	715,497.03	58.4%	313,809.61	25.6%	40,705.36	3.3%
36	Rutland Northeast	1,017,255.63	195,047.12	19.2%	5,981.38	0.6%	706,516.88	69.5%	57,099.59	5.6%	52,610.66	5.2%
33	Rutland South	290,212.00	192,608.00	66.4%	0.00	0.0%	82,740.00	28.5%	7,030.00	2.4%	7,834.00	2.7%
38	Rutland Southwest	429,120.00	151,688.00	35.3%	2,057.00	0.5%	215,909.00	50.3%	53,123.00	12.4%	6,343.00	1.5%
39	Rutland Windsor	183,395.46	56,628.09	30.9%	379.00	0.2%	106,222.43	57.9%	5,973.00	3.3%	14,192.94	7.7%
16	South Burlington	722,806.00	224,370.00	31.0%	6,762.00	0.9%	390,138.00	54.0%	42,200.00	5.8%	59,336.00	8.2%
05	Southwest Vermont	375,519.05	160,677.00	42.8%	1,533.17	0.4%	168,857.59	45.0%	15,062.87	4.0%	29,388.42	7.8%
56	Springfield	441,114.00	405,285.00	91.9%	0.00	0.0%	8,411.00	1.9%	11,323.00	2.6%	16,095.00	3.6%
11	St Johnsbury	84,874.14	58,566.00	69.0%	0.00	0.0%	10,119.39	11.9%	13,175.00	15.5%	3,013.75	3.6%
32	Washington Central	663,716.00	143,396.00	21.6%	3,281.00	0.5%	414,142.00	62.4%	85,872.00	12.9%	17,025.00	2.6%
41	Washington Northeast	196,883.32	32,388.60	16.5%	3,021.39	1.5%	129,107.73	65.6%	13,621.76	6.9%	18,743.84	9.5%
43	Washington South	207,938.27	57,699.30	27.7%	4,656.51	2.2%	80,780.77	38.8%	44,909.56	21.6%	19,892.13	9.6%
42	Washington West	413,945.00	180,778.00	43.7%	1,006.00	0.2%	178,272.00	43.1%	20,458.00	4.9%	33,431.00	8.1%
46	Windham Central	217,282.00	129,089.00	59.4%	0.00	0.0%	49,715.00	22.9%	34,443.00	15.9%	4,035.00	1.9%
47	Windham Northeast	377,620.88	325,958.60	86.3%	0.00	0.0%	26,138.08	6.9%	7,897.91	2.1%	17,626.29	4.7%
48	Windham Southeast	1,328,446.71	1,135,585.95	85.5%	0.00	0.0%	146,946.16	11.1%	0.00	0.0%	45,914.60	3.5%
49	Windham Southwest	315,514.99	137,614.80	43.6%	384.02	0.1%	117,210.87	37.1%	13,416.30	4.3%	46,889.00	14.9%
51	Windsor Central	476,459.21	17,818.20	3.7%	6,279.00	1.3%	388,246.31	81.5%	51,129.41	10.7%	12,986.29	2.7%
50	Windsor Northwest	391,247.86	90,528.13	23.1%	640.00	0.2%	273,193.10	69.8%	20,147.33	5.1%	6,739.30	1.7%
52	Windsor Southeast	230,356.00	82,373.00	35.8%	901.00	0.4%	123,748.00	53.7%	13,120.00	5.7%	10,214.00	4.4%
53	Windsor Southwest	372,964.00	197,913.00	53.1%	0.00	0.0%	151,002.00	40.5%	23,264.00	6.2%	785.00	0.2%
17	Winooski	56,719.37	54,694.37	96.4%	0.00	0.0%	0.00	0.0%	0.00	0.0%	2,025.00	3.6%
	TOTAL	21,802,695.70	9,188,697.48	42.1%	120,113.04	0.6%	9,795,023.58	44.9%	1,592,725.36	7.3%	1,106,136.24	5.1%

Note: The above information is based on final FY-95 Special Education Expenditure Reports as of 3/28/96.

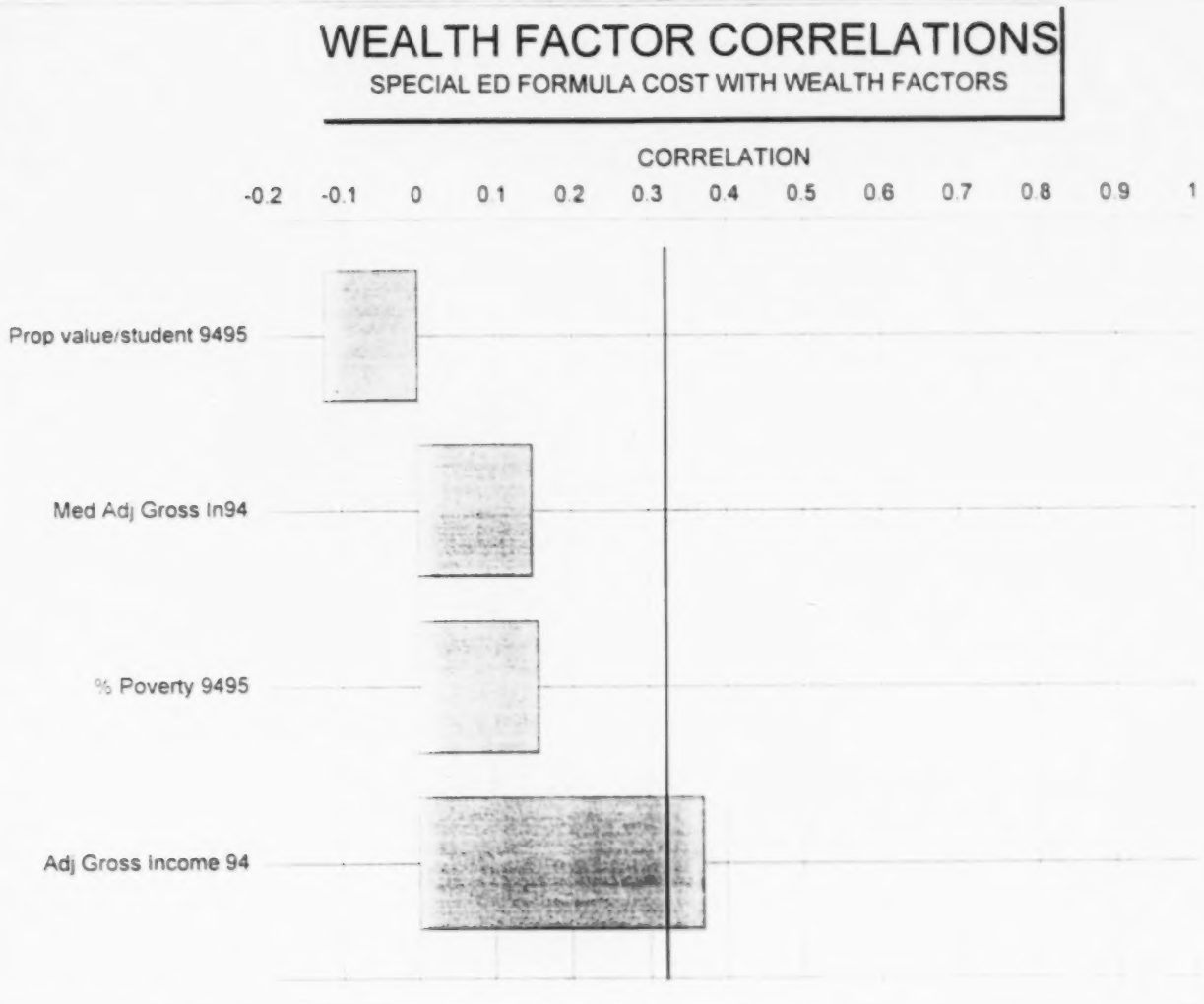
Appendix D1


PLACEMENT CORRELATION
SPECIAL EDUCATION COST/ADM COMPARED TO TYPE OF PLACEMENT
CORRELATION
-0.3
-0.2
-0.1
0
0.1
0.2
0.3
0.4
0.5
0.6
0.7
0.8
0.9
1
Hospital/Home
Public Separate Day
Out of District
Regular Class
Resource Room
Separate Class

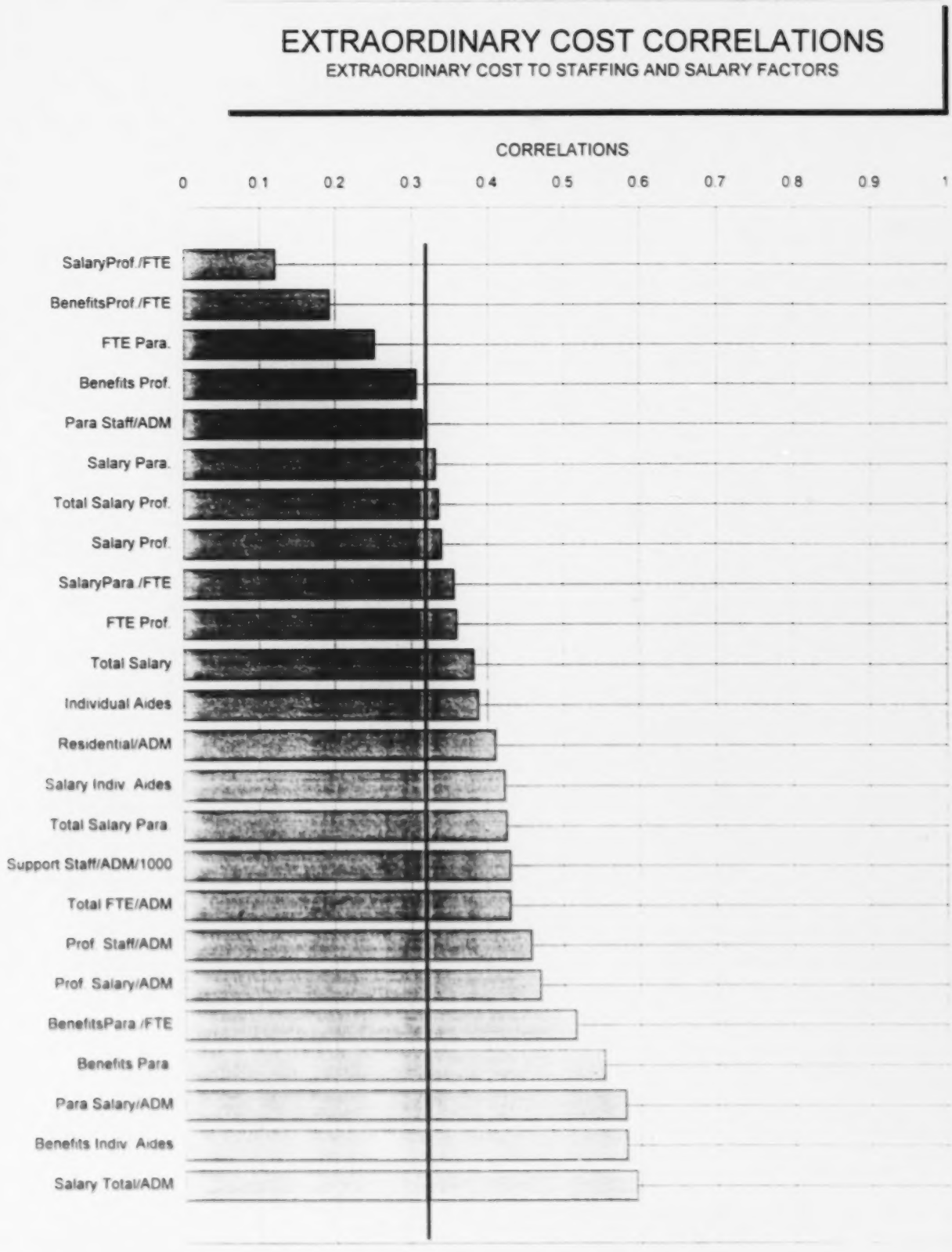
Appendix D2


EDUCATIONAL OUTCOME CORRELATIONS
SPECIAL ED FORMULA COST WITH EDUCATIONAL FACTORS
CORRELATIONS
-0.6 -0.5 -0.4 -0.3 -0.2 -0.1 0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1
% Full Time Job
% Military
% 2 yr. College
SAT Verb Mean
%Voc Tech College
%Time Off/Dont Know
Length School Day95
Ave Class Size 9495
%Part rate SAT95
Attendance rate
Length School Yr 95
% Pupil Support Services
SAT Verb Mean 95
Drop 9495
FTE Tchrs 95
% 4 yr. College

Appendix D3


WEALTH FACTOR CORRELATIONS
SPECIAL ED FORMULA COST WITH WEALTH FACTORS
CORRELATION
-0.2
-0.1
0
0.1
0.2
0.3
0.4
0.5
0.6
0.7
0.8
0.9
1
Prop value/student 9495
Med Adj Gross In94
% Poverty 9495
Adj Gross Income 94

Appendix D4


EXTRAORDINARY COST CORRELATIONS
EXTRAORDINARY COST TO STAFFING AND SALARY FACTORS
CORRELATIONS
0
0.1
0.2
0.3
0.4
0.5
0.6
0.7
0.8
0.9
1
SalaryProf./FTE
BenefitsProf./FTE
FTE Para.
Benefits Prof.
Para Staff/ADM
Salary Para.
Total Salary Prof.
Salary Prof.
SalaryPara./FTE
FTE Prof.
Total Salary
Individual Aides
Residential/ADM
Salary Indiv. Aides
Total Salary Para.
Support Staff/ADM/1000
Total FTE/ADM
Prof. Staff/ADM
Prof. Salary/ADM
BenefitsPara./FTE
Benefits Para.
Para Salary/ADM
Benefits Indiv. Aides
Salary Total/ADM

SPECIAL EDUCATION EXPENDITURE AS REPORTED BY SELECTED STATES

State	Total Expenditure	Child Count	Averg. SpecEd Expn./Stud	Sp.Ed Cost /ADM	Percent of Child Count	Percent in Reg. ClassRm	Percent in Spec. Ed Class
North Carolina	$344,809,332 00	142,394 00	$2,422 00	304 00	10 40 %	57 00 %	16 00 %
Colorado	$260,337,092 00	76,374 00	$3,409 00	419 00	9 09 %	24 00 %	15 00 %
South Dakota	$61,618,034 00	15,208 00	$4 052 00	431 00	8 43 %	62 00 %	10 00 %
Missouri	$436,778,659 00	110,216 00	$3 963 00	498 00	11 47 %	34 00 %	19 00 %
Louisiana	$427,924,416 00	108,317 00	$3,951 00	534 00	8 95 %	34 00 %	43 00 %
Virginia	$579,294,322 00	129,498 00	$4,473 00	554 00	10 68 %	38 00 %	27 00 %
Iowa	$277,700,000 00	65,039 00	$4,270 00	557 00	10 77 %	20 00 %	16 00 %
Maine	$145,000,000 00	30,565 00	$4,744 00	668 00	11 88 %	49 00 %	11 00 %
New Mexico	$220,000,000 00	45,364 00	$4,894 00	682 00	11 90 %	40 00 %	32 00 %
Kansas	$326,106,608 00	47,489 00	$6,867 00	712 00	9 18 %	51 00 %	15 00 %
Florida	$1,494,745,152 00	354,137 00	$4,221 00	732 00	12 17 %	43 00 %	28 00 %
Michigan	$1,173,800,000 00	188,703 00	$6,220 00	733 00	9 44 %	46 00 %	23 00 %
Wisconsin	$630,000,000 00	95,552 00	$6,593 00	746 00	9 77 %	35 00 %	24 00 %
Vermont	$79,344,184 00	10,131 00	$7,832 00	772 00	8 75 %	84 00 %	6 00 %
Maryland	$701,461,329 00	96,642 00	$7,412 00	907 00	10 64 %	47 00 %	25 00 %
Rhode Island	$147,300,000 00	25,143 00	$5,858 00	1,011 00	13 50 %	51 00 %	26 00 %
Massachusetts	$987,620,388 00	147,727 00	$6,685 00	1,125 00	14 95 %	63 00 %	15 00 %
Connecticut	$627,331,211 00	73,792 00	$8,501 00	1,264 00	12 28 %	50 00 %	20 00 %

SPECIAL EDUCATION EXPENDITURE AS REPORTED BY SELECTED STATES DESCRIPTION

DataField	Count	Mean	Minimum	Maximum	Range	Variance	Coeff Of Variance	StdDeviation	StdError	Median
Total Expenditure	18	495,620,596	61,618,034	1,494,745,152	1,433,127,118	62535586089e+17	1	393,271,580	92,695,000	386,366,874
Child Count	18	97,905	10,131	354,137	344,006	6,554,436,169	1	80,959	19,082	85,963
Averg. SpecEd Expn /Stu	18	5,354	2,422	8,501	6,079	2,863,296	0	1,692	399	4,819
Sp Ed Cost /ADM	18	703	304	1,264	960	62,784	0	251	59	697
Percent of ChildCount	18	11	8	15	7	3	0	2	0	11
Percent in Reg. ClassRm	18	46	20	84	64	227	0	15	4	47
Percent in Spec. Ed Class	18	21	6	43	37	79	0	9	2	20

STATE CORRELATIONS ON SPECIAL ED COST PER ADM

DataField	Count	MeanX	MeanY	MeanDiff	StdDevDiff	Covariance	Correlation	R-Square	T-DF
Child Count	18 00	97,905 06	702 72	97,202 33	80,960 95	-88,369 63	-0.00	0 00	17 00
Percent in Spec. Ed Class	18 00	20 61	702 72	-682 11	250 28	111 89	0.05	0 00	17 00
Percent in Reg. ClassRm	18 00	46 00	702 72	-656 72	246 22	1 192 53	0.32	0 10	17 00
Total Expenditure	18 00	5,620,595 94	702 72	5,619,893 22	3,271,498 12	8,051,562 22	0.33	0 11	17 00
Percent of ChildCount	18 00	10 79	702 72	-691 93	249 49	270 92	0.61	0 37	17 00
Averg. SpecEd Expn /Stu	18 00	5,353 72	702 72	4,651 00	1,487 96	356,023 98	0.84	0 71	17 00

Special Education Funding Formula

The Special Education Funding Formula has four components

1.

Mainstream Block Grant

provides a predictable grant for each town based on 60% of Average Salary for...

- 1.75 speech/language pathologist per 1,000 Average Daily Membership (ADM)
- 3.5 learning specialist per 1,000 ADM
- 1 to 2 special education administrators per supervisory union

2.

Extraordinary Reimbursement

provides 90% reimbursement for high-cost students

- Applies to special education costs for an individual student in excess of $12,390 for FY95 (three times Foundation Cost)

Overall funding goal of 50%

State statute sets a goal of 50 percent state funding under the formula

3.

Intensive Services Reimbursement

provides funding based on a town wealth factor for remaining costs

- Wealth factor is calculated based on Foundation Aid State Share for previous year
- Covers all eligible special education costs not paid for elsewhere in formula or by federal or other state funds
- Reimbursement rate ranged in FY95 between 1.90% to 56.9%; 1.42% to 48.42% estimated for FY96.

4.

Statewide Programs

provides specialized services statewide for low-incidence disabilities

- Grants to fund specialists to consult with school districts
- Disability areas include blind, deaf/hard of hearing, multihandicapped and emotional/behavioral disability.

Service Plans

The Department collects estimates of allowable school district costs for the upcoming year each October to use as a basis for estimating reimbursement under the formula.

Allowable costs include:

- Special education staff/contracted services/ administration
- Transportation for students and staff
- Tuitions to other districts, collaboratives, private schools
- Instructional materials, supplies, and equipment for individuals and classes
- Related services such as physical therapy, family counseling, etc.
- Evaluation services

Contact:
Dennis Kane
Family & Educational Support Team
VT DOE, 828-3130 (fax) 828-3140

Expenditure Reports and Reimbursements

School districts file expenditure reports with the Department three times a year. The expenditure reports are used to calculate the reimbursement earned by each town. A contracted auditor is used to verify reports submitted.

Funding History

Special Education
State Funding Share

FY90	**42.2%**
FY91	**42.8%**
FY92	**47.0%**
FY93	**49.1%**
FY94	**41.9%**
FY95	**42.4%**
FY96	**41.7%**

Special Education Funding Formula History

Year	Mainstream	Intensive	Extraordinary
FY90	$9.0	$7.5	$5.2
FY91	$9.9	$9.2	$5.8
FY92	$11.5	$11.2	$5.9
FY93	$12.1	$13.7	$6.8
FY94	$12.6	$10.1	$8.3
FY95	$13.0	$11.3	$9.1
FY96	$13.4	$11.2	$10.7

Numbers are in millions of dollars

Appendix G

Vermont Department of Education Serves Children

	FY95 School Year 1994-1995	FY96 School Year 1995-1996	(Estimated) FY97 School Year 1996-1997
Vermont Public Schools	**350**	**350**	**350**
Elementary (K-6)	184	184	184
Secondary (7-12)	55	55	55
Combined Elem. & Secondary	96	96	96
Area Technical Centers	15	15	15
Vermont Students	**115,829**	**117,830**	**119,513**
Elementary (K-6)	57,934	58,780	59,638
Secondary (7-12)	44,696	45,439	46,011
Special & Comp. Educ.	**43,252**	**40,793**	**38,926**
Special Education	11,249	11,805	11,818
Act 230 Instruc. Support (Est.)	17,000	15,000	13,000
Title One	11,098	10,902	10,750
High School Graduates	5,574	5,629	5,685
Percent of Graduates Continuing Education	63%	64%	65%
Withdrawal Rate (Grades 9-12)	4.5%	4.5%	4.5%
Current Expenses per pupil (median)	$4,584	$4,722	$4,864
School Districts/S.U.s	**341**	**341**	**341**
Supervisory Unions	60	60	60
Town, City & Incorporated S.D.	242	242	242
Union School Districts	36	36	36
Interstate School Districts	1	1	1
Joint School Districts	2	2	2

APPENDIX 'H'

TABLE III

CHILD COUNT BY DISABILITY FOR THE 15 HIGH AND 15 LOW SPENDERS IN SPECIAL EDUCATION

DISABILITY CATEGORY	15 HIGH SPENDING SU's TOTAL	15 LOW SPENDING SU's TOTAL	TOTAL HIGH SPENDERS per 1000 ADM	TOTAL LOW SPENDERS per 1000 ADM	DIFFERENCE per 1000 ADM
Multi-handicapped	9	14	0.35	0.61	-0.26
Hard of Hearing	12	11	0.46	0.48	-0.02
Autism	10	8	0.38	0.35	0.04
Traumatic Brain Injury	8	3	0.31	0.13	0.18
Visually Impaired	6	1	0.23	0.04	0.19
Orthopedically Impaired	14	5	0.54	0.22	0.32
Deaf	12	0	0.46	0.00	0.46
Speech or Language Impaired	221	173	8.49	7.53	0.96
Other Health Impairment	110	62	4.23	2.70	1.53
Emotional Behavioral Disabilty	215	145	8.26	6.31	1.94
Developmentally Delayed	315	221	12.10	9.62	2.48
Learning Impaired	186	101	7.15	4.40	2.75
Specific Learning Disability	687	502	26.39	21.86	4.53
TOTALS	**1805**	**1246**	**69.34**	**54.26**	**15.08**
TOTAL ADM:	26,031.44	22,962.93			

A high spending districts identifed 15 more students per 1000 ADM than low spending districts.